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ABSTRACT

This report contains a summary and analysis of the evaluation component of Project Follow Through Programs by the 1970-71 Follow Through sponsors. Part 1 (the major part of the document) is a sponsor-by-sponsor summary analysis of the 19 Follow Through Model Programs. Each summary analysis is divided into five parts: nature of the program, process measures (designed to assess processes used to accomplish pupil growth), product measures (designed to assess any aspect of pupil growth), conclusions of the sponsor, and reviewer's comments. Part 2 consists of a coded listing of the process and product variables of each of the 19 model programs and summaries of some of the program findings. Part 3 is a presentation of measures on a matrix, with the sponsors along one dimension of the matrix and the common classification system along the other dimension. (CS)

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EVALUATION OF FOLLOW THROUGH PROGRAMS BY FOLLOW THROUGH SPONSORS 1970-71

A Summary, Analysis, and Review

Submitted to

Follow Through Branch

Bureau of Elementary and
Secondary Education

U. S. Office of Education

OEC-0-72-0625 (286)

by

Robert Hardy
and
Robert Huebner

December 31, 1971

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Introduction

This review of the evaluation component of the 1970-1971 sponsor reports consists of three parts. Part I is a sponsor by sponsor summary analysis of the evaluation component of the 1970-1971 program. Each summary analysis consists of the following five parts: Nature of the program; Process measures; Product measures; Conclusions of the sponsor; and Reviewer's comments.

Part II consists of a listing of the process and product variables each sponsor measured. Part II also codes the measures according to a classification system described in that section. In addition it summarizes the findings where possible and appropriate.

Part III is a presentation of the measures used on a matrix with the sponsors along one dimension of the matrix and the classification system described in Part II along the other dimension.

In this review, product and process measures are defined as follows:

Product measure: Any measure designed to assess any aspect of pupil growth whether cognitive, affective, social, physical health, etc.

Process measure: Any measure designed to assess any aspect of the process by which the sponsor hoped to accomplish the product goal of pupil growth. Processes include such things as classroom activities, teacher behavior, individualization of instruction, teacher training, parent skill in teaching, teacher attitudes etc.

To be sure that no sponsor evaluation data from 1970-1971 was missed, the reviewers carefully read all sponsor reports and accompanying material. Many reports were very poorly organized. Their data was presented in such a fashion that it might appear almost anywhere in the reports or appendices to reports. In one case some of the 1970-1971 data even appeared in a section titled "Projected Goals and Procedures."

In addition, each sponsor was phoned (all but two were reached) and asked for clarification, where necessary, for additional data that may have become available since the report was produced, and in some cases for data refered to in the report, but not there. In addition, the sponsors were asked about the possibility that any local communities might have gathered data not included in the sponsor's reports. The data given in this review incorporated that data in the original report and additional data sent by the sponsors to the reviewers. It does not include local district data not included in the sponsor's report.

Part I: Evaluation of Follow Through Programs by Follow Through Sponsors 1970-1971: A Summary, Analysis, and Review

This section of the report presents the evaluative data that was gathered by each of the Follow Through sponsors in the 1970-1971 school year. The data are presented sponsor by sponsor. Data and conclusions that relate to process variables are presented first followed by data and conclusions relative to product variables. While in many instances the process variables may be considered legitimate end products in themselves, they are considered here to be aspects of the process by which the sponsors hope to accomplish the goal (product) of pupil growth.

The summary for each sponsor contains the following sections: Nature of the program; Process measures; Product measures; Conclusions of the sponsor; Reviewer's comments.

Interdependent Learning Model, Institute for Developmental Studies, New York University.

Nature of the Model

This model represents a transactional approach that focuses both on the learner and on the social interacture matrix within which learning occurs. It advocates the use of group process strategies that allow for individual outcomes. Much use is made of Transactional Instructional Games which use some elements of programmed instruction in social interactional formats. The model contains elements of both open classrooms and individualized program approaches, but is distinguished mainly by its strong focus on structured small group interaction on one of the basic experiences out of which learning emerges. Objectives for learners emphasize autonomy, positive self concept, sense of mastry, internal locus of control, positive attitude toward school, basic skills, and social skills.

Process Measure

Teacher Attitude Toward I L M Follow Through: Teachers at one of the three sites (Atlanta) were given a teacher attitude questionnaire. Some of the findings are summarized below. Apparently there were about 35-40 teachers involved.

Atlanta Teacher Questionnaire Data

Do children seem to be more involved and active because of Follow Through?

Yes, definitely	22
Possibly	9
No	0
Lack of experience to make comparison	4

Do you think it's realistic to say the game formats help children gain control of their own learning?

Merely educational jargon	2
There is some evidence	17
Encourages enthusiasm for learning	16

Did you receive enough written information about Follow Through?

Yes	23
To some extent	8
No	5

Could you get Follow Through based materials when you needed them?

Almost always	13
Sometimes	20
Almost never	2

Were you able to develop your own classroom objectives because of Follow Through support and encouragement?

Yes	18
To some extent	16
No	2

Do you have reason to believe that parents visited your class more often due to Follow Through?

Yes	13
Not sure	9
No	15

Product Measures

Decoding Skills (phonics): One of the curricular materials used is a program called "Direct Aide to Decoding" (DAD). It teaches phonics skills. To measure achievement of these skills the sponsor developed a test called the Reading Criterion Test (RCT). Follow Through children and comparison groups of non-FT children in K, 1, 2, and 3 at Atlanta were tested in May of 1971. Follow Through children were substantially ahead of non-FT children in K, 2, and 3, but substantially behind NFT children in grade 1. "It seems that a large portion of these first grade non-Follow Through children had attended a special open classroom experiment in which phonics skills may well have been taught." (Page 6 of section II of sponsor report.)

Achievement as Measured by Metropolitan Achievement Test: The Metropolitan Achievement Test was given pre and post to 1st, 2nd, and 3rd grade children at Atlanta as well as to comparison groups in grades 2 and 3. In New York, the MAT was given to 76 second graders in April of 1971.

Grade 2 New York MAT Data (April 1971)

Wd. Knowledge	Reading	Total
3.39	2.71	2.93

Atlanta MAT Data (Grade equivalents)

Grade 1 (Post Only)	Wd. Know.		Wd. Mean.		Read.		Math	
Follow Through	1.5		1.5		1.5		1.6	
Non Follow Through	1.4		1.4		1.3		1.4	
Grade 2	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Follow Through	1.5	2.1	1.4	2.0	1.4	1.6	1.4	2.2
Non Follow Through	1.5	1.6	1.3	1.7	1.5	1.7	1.4	1.6

	Wd. Know.		Wd. Mean.		Read.		Spell.	
Grade 3	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Follow Through	1.8	2.5	1.7	2.3	1.8	2.5	1.7	3.0
Non Follow Through	1.9	2.4	1.9	2.3	1.8	2.3	2.1	2.6

	Math Comp.		Math Concept		Prob. Solve.	
Grade 3	Pre	Post	Pre	Post	Pre	Post
Follow Through	1.7	2.5	1.8	2.5	2.0	2.8
Non Follow Through	1.9	2.6	1.9	2.5	2.1	2.6

Readiness Skills: Metropolitan Readiness Test was administered to FT and NFT children at the beginning of grade 1 (Presumably this means children who had been in the FT and NFT kindergartens but this is not stated.). Follow Through children were higher on total (48.8 to 42.2) as well as on all subtests. Nature of comparison group is not given.

Conclusions of the Sponsor

"Follow Through children are seen as being more active in participating in their own learning and more willing to aid in the learning of others...Generally the teachers express positive attitudes toward Follow Through...One aspect of Follow Through that has not proven to be as successful as we would like is parent involvement.

Reviewers' Comments

Evaluation that was done in 1970-71 seems to be only that which was done at the initiative of the local districts in which the model operated. Atlanta did a fair amount, New York practically nothing, and Lansing nothing at all. However, a large number of instruments are under development according to p. 2 of section II of sponsor report. Both process and product instruments are being developed. The process instruments appear to be aimed at getting at processes essential to the model. Most of the product instruments appear (although one can't tell for sure) to be so instruction-related that the instruction will be teaching the test and any comparisons with non-FT will be meaningless. The Reading Criterion Test used at Atlanta in 1970-71 may be an example of this. It apparently tested whether the children learned the specific sound blends, cvc patterns, etc. that were taught in the DAD program, but didn't test how well children could read words or much less how well they could comprehend what they read.

Also, none of the product measures proposed really appear to get at autonomy or many of the other goals for learners that the model considers most important outcomes for students.

The copy of the report the reviewers had did not contain the material that the table of contents indicated would be in Section III. The report arrived on December 30, so there was no opportunity to check it out; but from the titles and from the body of the report it does not appear that it contains any additional evaluation data.

The Home-School Partnership: A Motivational Approach, Southern University and A. & M. College

Nature of the Model

The primary focus of the model is on developing positive forces in the home environment to stimulate learning. This is accomplished through three aspects: a parent aid program, an adult education program, and a cultural and extracurricular program. The paretn aide program involves the recruitment and training of parent aides to serve as home teachers and parent interviewers. An adult education program focuses on providing parents with opportunities to grow, develop, attain certification or job requirements and in this way to provide compelling evidence to children that learning is desireable and rewarding. The cultural and extracurricular program encourages parents and children to participate in activities such as instruments or vocal music, art, drawing, dancing, physical fitness, sewing, concerts, civic activities, etc.

Process Measures

Attitudes of Home Teachers and Parent Interviewers: A "Survey of Participant Attitudes" was completed by home teachers and parent interviewers at each of the two sites in which the model operated. There is no indication of the number of home teachers or parent interviewers that completed the questionnaire. Dr. Johnson didn't know either but said he would check it out and send the information but so far it hasn't been received. Data is reported in terms of the percent that responded in certain ways. The questionnaire ask for information about how they came in contact with Follow Through and what Follow Through activities they have been involved in. Then it asks for free response answers to questions such as a list of things liked most about Follow Through, liked least about FT, and suggested improvements. Data for Nashville is given on pages 43-46 of the sponsor report and data for P.S. 133-Manhattan is given on pages 47-53. It is interesting to note that in Nashville 52% of Home Teachers and 83% of Parent Interviewers indicated that there were no least liked features while in Manhattan no Home Teachers or Parent Interviewers gave that response. Dr. Johnson said that the instructions and conditions of administration were the same in both cities.

Classroom Observation: A Classroom Observation Form was developed by the sponsor to assess pupil activities, teacher-pupil relationships, teacher-home relationships, and general information. The instrument was used in both sites near the beginning of the year and near the end of the year. Some data is presented on pages 57-62 of the sponsor report. Not much of substance is reported. In one location attendance was 90% in the first observation and 91% in the second "indicative of the fact that some gains have been made in the area of attendance."

Other Process Measures: According to the report the following instruments were also used as process measures: Enrichment Activities Questionnaire, Adult Education Questionnaire, Parent Interview Form, Home Teacher Form, and Survey of Teacher Attitudes. (pp. 55 and 56 of sponsor report) However, no data is given for any of these. Dr. Johnson indicates he would send data from those measures, but they have not been received.

Product Measures

No product evaluation was done by the sponsor.

Conclusion of Sponsor

"From the material contained within this report, it is evident that the Home-School Partnership Model has made great strides in advancing the efforts of educators and parents in lifting standards of education and standards of living for children within communities serviced by the approach. The positive effect the model has had on the communities involved is also evident. Concommitant with this has been the manifestation of redoubled efforts of all persons concerned...It is our opinion and that of others that the Home-School Partnership Model is essential to every community. We are working for continued success." (p. 63 of sponsor report)

"Since the Follow Through Program has been in existence many desirable changes have taken place in regard to Follow Through parents, teachers, and children. Changes noted in parents include: Greater interest and more participation in school affairs...Changes noted in teachers include: More tolerant and appreciative of parent visitation and participation, More individual attention given to children..., Improved teaching techniques for disadvantaged children. Changes noted in children include: Greater interest in school, Remarkable progress in academic achievement, Greater exhibition of confidence in regard to self-expression. Fewer absentees due to the services offered by the program." (pp. 28-29 of sponsor report)

Reviewer's Comments

If the conclusions of the sponsors are to be believed they have found the answers to the world's problems. Unfortunately they do not present any data which supports any of their conclusions. Dr. Johnson indicated that he would find and send the data upon which those conclusions are based, but this reviewer suspects that he is still looking.

The sponsor appears to be aware of the processes which it would make sense for him to assess, but the instruments with which assessment is planned don't appear very refined. One wonders why two of the instruments are so classroom related when the model is a non-classroom model. (Classroom Observation Form and Survey of Teacher Attitudes)

There was no effort at product evaluation even though they made product related conclusions. Ultimately product measures will be required to assess the model's effects on children.

The Mathemagenic Activities Program, University of Georgia

Nature of the Model

The model is based on a set of sequentially structured curriculum materials of increasing order of difficulty that make possible the successful engineering of the educational environment. Teachers are encouraged to maintain a careful balance between highly structured and relatively low structured learning situations, between small group and individual learning activities, and between the level of conceptual material and the child's capability. Curriculum includes Language Arts, Math, Science, Social Studies, Art, Music, and Physical Education. The curriculum materials are broken up into small teaching units that permit systematic sequencing of concepts and involve active participation (e.g. manipulation of concrete materials) on the part of each child. The curriculum requires small group instruction, teacher aides, a physical environment which permits several small groups to be simultaneously engaged in different activities, and the availability of sequentially instructed learning materials.and "educational games".

Process Measures

Project Implementation in Each Community: On the basis of the combined judgements of the Follow Through staff each community was evaluated on a number of dimensions such as administrative support, competence of staff director, effectiveness of PHC, curriculum implementation, psychological services, etc. These evaluative judgements are given on pages 47-58 of the sponsor report.

Product Measures

The impression that one gets from the sponsor report (e.g. "Spring testing completed two years of standardized achievement testing in most of our projects. During the past year we have been able to establish a computer-based information retrieval and analysis system. Complete reports with respect to each of our projects will become available during the next year." (pp. 40-41 of sponsor report), and from telephone conversations with Dr. Smock is that the sponsor has planned and is gathering data for a rather extensive product evaluation plan. 1970-71 was apparently the second year of the plan which involves gathering pre and post data on FT groups and Comparison groups in each community. Metropolitan Readiness Test Data is collected pre and post kindergarten and pre grade 1. California or Stanford Achievement test is collected post grade 1 and pre and post grades 2 and 3.

However, these data are not presented in the report except for some aspects of it included in two "Sample stage 1 project reports" included. In phone conversation with Dr. Smock, he suggested that they do indeed have a large data bank of standardized test data, but that the data is not readily accessible at this point. Also, he is very hesitant about giving out information until they have the whole three year cycle analyzed including a "rational analysis" of the measures used.

The two "sample stage 1 project reports" included in the sponsor report are as the report writers said they would be: 'minimally informative". (p. 121 of sponsor report). The sponsor report goes on to suggest that while they are minimally informative they are "necessary to achieve the main purpose of this 'illustrative' presentation." (p. 121 of sponsor report) The sample reports (pp. 122-137 of sponsor report) give some descriptive commentary (and in some case data) comparing incoming groups and end of year groups with national norms and non-FT groups. It was not easy for the reviewers to follow the logic in the presentation. It is full of statements such as "In the Spring '70 FT averaged lower than non-FT but FT started lower (Fall, 1969) and in the Spring are only slightly below the national norm; Spring '71 FT averaged higher than non-FT but FT started higher, however, FT (Fall, '70) started at the same place FT started in Fall '69." (p. 127 of sponsor report)

Conclusions of Sponsor

The sponsor makes no conclusion type of statements with regard to process. With respect to product measures given in the "sample stage 1 project reports" the sponsor says, "It should be emphasized, again, that data presented in this section is preliminary descriptive data. Therefore, there is no attempt to make interpretations or conclusions except in the form of hypotheses to be considered for further statistical and/or research analysis." (p. 121 of sponsor report)

Later under a heading "General Conclusions" the following statements are made, "Follow Through is averaging higher than non-FT, where comparison group data is available. Non-low income groups are averaging higher than low income groups. Maturity 2 program (in second year of operation) at grade K shows groups with average scores greater than groups ending a maturity 1 program in grade K. Program progress is much more evident in kindergarten than in first grade when you compare a maturity 2 grade 1 program with a maturity 1 grade 1 program. This may indicate, among other things, the greater potential of improvement at an earlier age, or may reflect differences in the program adequacy, or implementation at the two levels." (p. 137 of sponsor report)

Reviewer's Comments

Process Evaluation: There appears to be little systematic effort at assessing the degree to which various aspects of the model are being carried out in the classrooms. The assessment ot date has been a judgement by the liaison worker as to the degree of implementation of each curricular area in each classroom.

Product Evaluation: It looks as though the sponsor has a very extensive program of standardized achievement data collection (pre and post as well as comparison) going. However, the sponsor has not explicitly or clearly described his evaluation design, procedures, or intended analysis.

The hesitancy (or inability) to report the data collected in the first two years seems strange. It is understandable (in fact commendable) that a three year evaluation plan was designed. However, there is no apparent reason why the three year design could or should not have included preliminary feedout of data at the one and two year points.

While the product evaluation design is seemingly very extensive and potentially will provide very useful data, it is limited to standardized achievement tests for data. Yet the sponsor indicates that there are at least three objectives that are unique to his model. (pp.118-119 of sponsor report) Some attempt to measure attainment of those unique objectives would be expected.

California Process Model Follow Through Program, California State Department of Education

Nature of the Model

This model embraces a diagnostic-prescriptive approach to instruction. The major objective is to assist local communities in identifying educational objectives for its schools, in identifying and developing tools and instruments for diagnostic purposes, in developing systematic behavioral objectives based on the diagnostic findings, in identifying teaching strategies, resources, etc. which will provide instruction adapted to individual student needs, learning styles, and rates.

Process Measures

Parent Attitudes About and Involvement in Follow Through: A questionnaire titled "Parent Ideas About the Follow Through Program" was sent to all Follow Through Parents. The percentage of return was not given nor was the total number of returns given. Some data from the questionnaire follows:

Parent Questionnaire Data

Item	Percent of "Yes" Responses
Do you feel that the FT program is different from regular school program?	80
Is your child interested in school this year?	95
Have you talked to child's teacher about progress in school?	86
Have you visited FT class?	66
Have you helped your child's class?	55
Have you helped your child with school work at home?	89
Have you attended one or more Follow Through parent meetings?	64

Parent Advisory Committee Attitudes: All PAC Members were asked to complete and return a "Policy Advisory Committee Ideas on the Follow Through Program for 1970-71" questionnaire. The total number and pecent of responses is not given.

PAC Questionnaire Data

Item	Percent of "Yes" Responses
Working on PAC has been valuable for me personally	82
PAC helps parents and school people to understand each other better	91
PAC is very important in our community	86
School people really listen to the advice of PAC	71
PAC gives Follow Through parents the opportunity to meet other parents with common problems	79

Duties Performed by Aides: A "Questionnaire for Follow Through Aides--Subject: Follow Through Duties" was given to teacher aides. The total number and percent of responses is not given. Most aides reported that they frequently worked with children in large and small groups or on an individual basis. The majority also spent a great deal of time preparing materials and food and arranging the room for instruction. Aides rarely planned activities for pupils or worked with paretns at home or in the classroom.

Other Process Measures: A "Questionnaire for Teachers" was given to teachers to get their impressions of Auxiliary Services, Parent Involvement, Aspects of the Instructional Program, and Adequacy of Pre and Inservice Staff Development Meetings. Teachers were also given a "Questionnaire: Teacher-Subject: Actual vs. Ideal Classroom" in which they checked actual classroom practices with ideal classroom practices as they perceived them and gave reasons for discrepancies. Primary reasons given for discrepancies were insufficient teaching time, insufficient preparation in diagnostic techniques, limited consultation services, and too much emphasis on covering particular content.

Product Measures

"Readiness" at end of Kindergarten: At five of the six sites, Metropolitan Readeness Tests were administered at the end of K. At the other site the Test of Basic Experiences was administered. In five of the six sites a comparison group was also selected and tested. Comparison groups are said to be similar in every way and in most cases adjacent to the Follow Through groups.

End of Kindergarten "Readiness" Data

Metropolitan Readiness Test

District	Follow Through		Comparison	
	N	Mean	N	Mean
Lamont	74	57.57*	42	41.31
Los Angeles	173	62.32*	59	45.81
Ravenswood	138	66.21*	62	57.16
San Jose	168	56.48*	52	50.59
San Pasqual	27	55.41	--	--
Test of Basic Experiences				
Oakland				
Language	191	22.08*	117	20.87
Math	191	21.62*	118	20.81

* Differences significant beyond .05 level

Reading at end of Grade 1: The Cooperative Primary Reading Test was administered to students at the end of Grade 1 at all six locations. Comparison group data was gathered at four sites.

Primary Reading Test Data- End of Grade 1

Districts	Follow Through		Comparison	
	N	Mean	N	Mean
Lamont	77	18.15	--	--
Los Angeles	120	21.27*	191	18.46
Oakland	207	26.88	56	25.80
Ravenswood	147	26.33*	97	23.40
San Jose	167	20.40	80	19.82
San Pasqual	42	24.05	--	--

*Differences significant beyond .05 level

Conclusion of Sponsor

"The achievement test results for kindergarten showed that at the end of the school year Follow Through children in all districts compared favorably to similar children in the local community...On the whole, the data was encouraging. Test scores, as well as records and questionnaires to participants, revealed that Follow Through had a substantial impact on children, parents, teachers, the school, and the community." (p. 20 second section of sponsor report)

Reviewer's Comments

The sponsor made a real effort at getting each district to gather meaningful data in a uniform manner. A rather extensive evaluation manual was sent to each district specifying the data to be gathered and the form in which it should be reported to the sponsor. All but one of the districts did indeed send a rather extensive evaluation report to the sponsor (copies were sent to the reviewers upon request).

Process Measures: The process measures for the most part, were gathered from anonymous questionnaires returned in the mail. The percent of response was not indicated, but in some cases it seems to have been somewhat low. Any conclusions based on this data is threatened by potential volunteer bias. More valid data may have been gathered from a representative sample that was interviewed or at least followed up until the questionnaires were returned.

The primary process which the model is interested in achieving is the diagnostic-prescriptive teaching idea. The process measures used did not give strong evidence about the degree to which this was occurring. This may be an area where process measuring needs strengthening.

Product Measures: Since the model didn't specify objectives peculiar to the model, and since most of the emphasis seems to be on intellectual outcomes, the restricting of product measures to cognitive ones may not be a serious shortcoming. The inclusion of comparison groups in each community is a big plus for the sponsor's evaluation design. However, with the relatively small amount of extra effort that pre-tests in the Follow Through and Comparison groups would have required, one would have felt more confident that the FT groups and the Comparison groups actually were similar to begin with.

Southwest Educational Development Laboratory Model

Nature of the Model

This model seeks to provide teaching techniques and curriculum materials to meet the needs of non-English and non-standard-English-speaking children. It is designed to enhance the learner's feeling of worth as an individual by developing pride in his cultural heritage and providing success experiences in school, and to develop his facility in English-speaking community. Language skills are taught through science, social studies, art, and other subjects. Kindergarten classes are conducted primarily in the child's first language.

Process Measures

User Satisfaction: A User satisfaction questionnaire was administered to teachers at each site in January and June. No copy of the instrument is included in the report (nor was one sent with the batch of additional stuff sent even though requested). It consists of 44 items which purport to give an index of User satisfaction in eight areas as shown on the table following. The data shown here are from the June administration. The scale apparently ranges from 1 (low opinion) to 7 (high opinion)

Mean Responses of Teachers to User Questionnaire

Site	N	Logistic Support	Pupil Interest	Program Effectiveness	Feasibility for User
Cutler-Orasi	8	4.2	3.8	4.3	4.2
Los Angeles	2	3.2	5.3	4.3	3.5
Philadelphia	13	5.1	5.1	4.8	4.7
St. Martin	13	4.8	5.3	5.0	4.8
Tulave	8	2.6	3.6	4.1	3.9
San Diego	10	4.4	4.7	5.0	4.2

Site	N	Logistic Support	Pupil Interest	Program Effectiveness	Feasibility for User
Cutler-Orasi	8	4.0	4.5	4.0	2.5
Los Angeles	2	3.5	4.2	3.0	4.5
Philadelphia	13	4.6	4.9	4.5	4.2
St. Martin	13	4.7	5.0	4.3	4.3
Tulave	8	3.2	4.0	4.1	3.1
San Diego	10	4.5	4.7	4.6	4.4

Product Measures

Language Unit Tests: Special curriculum-related tests constructed by the Laboratory were administered to students as they completed instructional units. Average percent of items correct on each unit test are given in the "Evaluation Reports" for each site.

Auditory Comprehension of English and Spanish: The Auditory Test for Language Comprehension was given pre and post to Kindergarteners and First Graders at most sites. It was given Spanish and English. Data follows:

Auditory Test for Language Comprehension Data

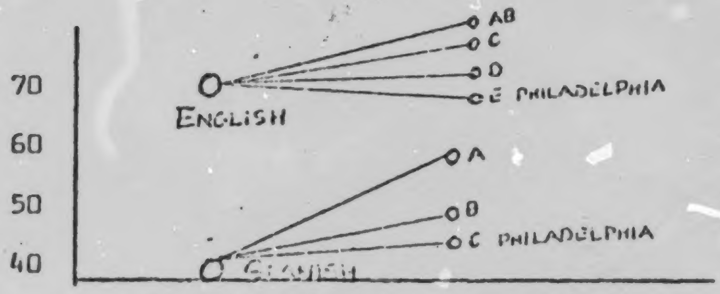
(Scores are in percent correct)

	Cutler-Orasi		Los Angeles		Philadelphia		St. Martin		Tulave	
Kindergarten	pre Sept.	post May	pre Oct.	post Jan.	pre Nov.	post May	pre Sept.	post May	pre Sept.	post May
English	65.02	71.07	70.59	65.68	57.5	61.1	71.5	78.4	69.8	75.7
Spanish	40.39	42.43	62.71	76.98 (June)	34.4	32.5	--	--	--	--

	Cutler-Orasi		Los Angeles		Philadelphia		St. Martin		Tulave	
First Grade	pre Sept.	post May	pre Oct.	post Jan.	pre Nov.	post May	pre Sept.	post May	pre Oct.	post Jan.
English	86.62	91.88	80.00	84.00	76.6	82.6	80.6	86.2	84.5	87.3
Spanish	64.47	73.74	71.74	82.06 (June)	61.9	67.0	--	--	--	--

The evaluation reports for each site attempt to display this data in the following format: (this example is taken from the Philadelphia report page 28)

Figure 6. Auditory Test of Language Comprehension for Kindergarten Pupils



Post-test Scores in Relation to a Low Common Pre-test Score

There is virtually no commentary to explain the figure. It is doubtful that very many intended readers could figure it out. From phone conversations with Mr. Poyner and from the draft copies of the evaluation reports he sent, what they did became apparent. First they divided all students from all sites into two groups, those above the median and those below the median on the post-test scores and treated the two groups separately. The figure above is based on the low group only. Then they did a covariance analysis using the pre-test scores as covariates. In this way post-test scores were adjusted for pre-test differences. The dots displayed at the right side of the figure apparently represent adjusted post-test means. What that suggests is that this is where each site would have ended up if all sites had been at the same starting level, hence the single dot at the left. However, the placement of the dots on the figure do not relate to the scale at the left side of the figure since in the Philadelphia report (as in all but one of the others), instead of putting high and low English (or Spanish) on one figure, they got low English and low Spanish on the same figure. The low Spanish fits the scale, but the low English doesn't belong in the "65" area. However, means for the low groups and high groups are not given (neither pre nor post nor adjusted) so one cannot know precisely where they should go. (More discussion related to this will occur in the Reviewer's Comments section).

Intelligence: The Short Test of Educational Ability was given to children in some sites in K, 1, and 2. The data follows:

Short Test of Educational Ability Data

	Unidentified Site	Cutler-Orosi	Los Angeles	St. Martin	Tulare	Unidentified Site
Kindergarten						
English	N=35 107.1		N=52 111.8	N=132 105.1	N=74 106.5	
Spanish	N=18 104.4	N=65 109.0	N=27 111.1			
1st Grade						
English	N=46 100.6			N=130 95.2	N=55 97.2	N=19 87.4
Spanish	N=40 93.0	N=80 103.8	N=16 108.1			N=65 100.0
2nd Grade						
English				N=137 103.4	N=83 109.0	
Spanish		N=88 104.8				N=100 101.3

Other Product Tests: Some other achievement tests were given at some sites in May. Those with data reported for at least one site include the Primary Social Studies Test and the Metropolitan Achieve. Test.

Self-Concept: The Thomas Self-Concept Test was administered pre and post to first graders in San Diego, Tex. and first graders at St. Martin. In both areas post-test means were almost identical to pre-test means.

Conclusions of Sponsor

"From this review, which was based on statistical evaluation, observation, and feedback from both site and staff personnel involved in the program, Follow Through staff concluded that while much had been accomplished there was need for further improvement...Laboratory staff, site leaders, and teaching personnel all need more extensive training in the implementation of the model...The model needs closer monitoring, both by Laboratory staff and by site leadership personnel...The model needs a more efficient, effective evaluation design. As the 1970-71 Scope of Work shows, this past year's plan was too cumbersome to be implemented uniformly. Without uniform administration, sound comparisons between sites cannot be made; without comparative data, the design staff lacks a good basis for revision of the model...The Laboratory needs to design a Third Grade Component to act as a sequel to Kindergarten and Grades 1 and 2 of the model." (p. 55 of sponsor report)

Reviewer's Comments

The major efforts of evaluation are directed toward comparing pupil growth measures at the various sites at which the model is being used. What the purpose of this is, is not clear. If there were variations in implementation at the sites then it might be useful to compare sites, but there is no indication that this is the case. Or if there were careful process measures taken at each site and the differences in process were compared with differences in outcomes, that would seem reasonable, but that also is not indicated. Just what purpose is to be served by expending effort in this kind of comparisons should be made clear, or the energy might better be used in making comparisons with non-model classes.

As suggested earlier, the way in which these comparisons among sites is reported in the individual evaluation reports is confusing to say the least. To compare the effectiveness of the program at the various sites by comparing post-test means that are adjusted for pre-test differences (this is what was done although it is not clear from the report) assumes that only differences in instructional program and differences in pre-test scores affect the post-test scores. However, it is self evident that many other factors related to systematic differences between children at the various sites in addition to pre-test differences are likely to affect outcome measures. Yet, in the reports to the local sites we find statements such as "the covariant analysis revealed that Philadelphia kindergarten and first grade pupils achieved the lowest scores of the five sites and that high-scoring pupils regressed during the course of the school year". (p. 17 of Evaluation Report on Philadelphia)

The analysis was done separately for pupils above the median and for those below. Generally low students went up and high students went down. The reports generally indicate that the program was more successful with low students than with high student. It is quite possible that the regression effect might account mostly or entirely for those findings and the conclusion that the program was differentially effective for high and low students is entirely unwarranted.

There are additional problems. Pre-tests and post-tests were not given at the same time in all communities. In fact there was variation from September and May to October and January. In the analysis the gain from October to January in one site was compared to gains from September to May in other sites and to still other time spans at other sites. These are hardly very meaningful comparisons.

The first impression one gets when looking at the reported data is one of a rather sophisticated report. However, as one studies it the impression changes to one of seeing it as an attempt to take some fancy looking tables and figures, surrounding them with unclear commentary and incomplete and unclear titles and hope the reader will be impressed or at least mistake obscurity for profundity. Figures are in many cases not adequately labeled. There are omissions on some. The relationship between tables of data and figures which relate to them are not clear.

When Kronkosky was asked for further information about the data he indicated that he didn't even read the evaluation sections and he referred to Huch Poyner the statistician for explanation. When Poyner was asked for further explanation his answer was interpreted as implying that the writers didn't understand the data and so couldn't present it clearly when they wrote up the report. Poyner sent draft copies of the Evaluation reports and from them, what they did with the data was at least reasonably clear.

One wonders about an operation in which the director doesn't know anything about the evaluation of the project, the statistical department presents fairly high powered statistical analysis only tangentially useful in evaluating the model and the writers take the evaluation drafts from the statistical department, and not understanding them themselves, make them un-understandable to the reader (but impressive looking).

The only process measured was user satisfaction. Additional efforts to assess the degree to which the model is being implemented at the various sites would seem warranted.

The Responsive Environments Corporation Model

Nature of the Model

This model is committed to assisting professional educators establish learning environments which respond to individual students in such a way that optimum learning occurs. The environment includes physical space, materials, people, and all possible interactions. The program is based on the premise that active involvement and interaction with the environment produces greater growth than passive acceptance. Thus children are continuously involved in touching, seeing, listening, tasting, comparing, solving, exploring, and discovering. The model attempts to blend notions from Piaget and British Primary Schools into a cohesive educational approach which is balanced to include both teacher-directed and child-directed activities. Heavy use is made of the Talking Typewriter and the Talking Page.

Process Measures

No evaluation was done by the sponsor.

Product Measures

"During the first two years of the REC Follow Through program, evaluation has been primarily concerned with assessing the achievement of specific objectives through the use of placement and progress tests based on REC materials. During the past year (1970-71), REC had hoped to expand its evaluation to include administration of the Apell Test. Since REC's budget did not include funds for personnel time and travel expenses needed for a comprehensive evaluation, the Division of Urban Education was asked if they could provide personnel to help in this effort. They kindly did so, and the Apell Test was administered. Unfortunately, the results of the testing were invalid since the test was not administered properly." (pages 21-22 of sponsor report)

Conclusions of Sponsor

"For REC, the past year has been exciting and productive. Much progress has been made in extending and implementing our model."

Reviewer's Comments

It seems imperative for the sponsor to assess the degree to which programs exemplify the characteristics of the theoretical model, e.g. Are children in REC classrooms more actively involved and interacting more with the environment than are children in non-REC classrooms?)

Also, the sponsor has spelled out objectives for the FT children. It would appear that the sponsor ought to be evaluating the degree to which children are meeting these objectives in comparison with children in non-REC classrooms.

Open Education Follow Through Project, Education Development Center

Nature of the Model

This model aims at implementing "open" classrooms. "Open" refers more to atmosphere and style than it does to physical organization. The educational program is based on the premise that conditions for learning are two-fold: 1) a situation in which children can make significant choices for themselves, and 2) the provision of adequate resources, human and materials, to make these choices meaningful.

Process Measures

There were no process measures taken in 1970-71. The closest thing to it would be a study done by the joint fellow of the sociological setting of the Follow Through implementation in Philadelphia. The report of that study has been promised, but has not yet been received.

Product Measures

No product measures were taken by the sponsor in 1970-71.

Conclusion of Sponsor

The only statements in the sponsor report that suggest accomplishments during the year occur in the section where a brief summary of the work in each community is given. There are statements such as "local teachers gave two successful workshops for parents to acquaint them with the program." The EDC staff met several times with the PAC and carried out workshops for parents.", etc.

Reviewer's Comments

The body of the report encompasses nine pages of which four are summaries of the work in each community. All but about seven pages of the voluminous appendix consists of a listing of the services rendered to the local communities, in many cases in an hour by hour and conversation by conversation account.

One interesting page in the appendix presents a listing of objectives for children beyond academic achievement encouraged by the EDC Open Education Follow Through. This surely suggests some attempts at evaluating the extent to which these non-academic goals are being met.

No systematic evaluation of any kind was done by the sponsor in 1970-71. Some measure of the degree to which the model is being implemented as well as some attempt at measuring achievement of goals for the children seems imperative.

Hampton Institute Nongraded Follow Through Model

Nature of the Model

This model is committed to an instructional program geared to meet individual needs. Classes are nongraded and multi-aged. Continous progress at each child's own rate and individualized instruction in each area of the curriculum are stressed. There is emphasis on retraining teachers to function more effectively in making provisions for individual differences found among pupils. Goals for pupils are the development of more positive self-concepts, more proficiency in communication skills, increased storehouse of math and science concepts, increased math computational skills, and desire for more worthy use of leisure time.

Process Measures

No evaluative data gathered by sponsor in 1970-71.

Product Measures

No evaluative data gathered by sponsor in 1970-71.

Conclusions of Sponsor

"The sponsor attempts to encompass all personnel involved in field and home shop operations, in effecting an objective assessment of all elements of the program. On the basis of this collective evaluation, that the model has been successful in:

1. Helping teachers to conceptualize the process of nongrading.
2. Providing many varied perceptual experiences in helping teachers to build up experiential background of Follow Through children.
3. Keeping in close contact with Follow Through communities and meeting visitation schedules.
4. Providing concultants who have the necessary expertise in their respective discipline.

5. Providing inservice workshops on-site, as need is evidenced by the teachers.

6. Helping teachers to become aware of the need to improve self-concept and aspirational levels of pupils.

7. Getting teachers to change the physical environment of their classrooms and making them more conducive to individualized learning.

8. Maintaining a wholesome relationship between the model sponsor and the community and a high degree of enthusiasm among the teachers."

(pages 65-66 of sponsor report)

Reviewer's Comments

The conclusions as stated by the sponsor are apparently based on the subjective impressions of personnel involved in the model. Some systematic efforts to assess the degree to which the model sites meet individual needs as prescribed by the model seems essential. Also it seems necessary for the sponsor to assess attainment of model goals by the students.

The Florida Parent Educator Model, Ira J. Gordon, Institute for Development of Human Resources, University of Florida

Nature of the Model

The emphasis of this model is on: 1) the development of non-professionals as parent educators and as effective participants in the classroom teaching process, 2) the development of appropriate instructional tasks which can be carried from the school into the home to establish a more effective home learning environment, and 3) the development of parents as partners in the educational program for their children. The goals are to bring about changes in the learning environments, both home and school, so that the child's intellectual and affective development will be enhanced. A key element is the training of two mothers per classroom to function as teacher aides in the classroom and as parent educators in the homes.

Process Measures

Home Environment: Nine aspects of home environment were assessed pre and post with the "Home Environment Review" (HER), a questionnaire and rating schedule. Parent education administered scored the measures in 2282 homes in at least eight communities. Data are given in terms of the number who gained (out of the possible 2282) on each of the aspects of HER (data on "Expectations for Child's Schooling" are not given because "educational expectation was already near the top in the fall so that gains could only be minimal).

Home Environment Review (HER) Data

(N=2282)

Variable	Number Who Gained
Awareness of Child's Development	748
Rewards for Intellectual Attainment	544
Press for Language Development	645
Provision of Supplies for Language Development	678
Provision for Learning Activities Outside the Home	762
Provision of Materials for Learning in the Home	818
Reading Press	800
Trust in School	722

Each of the variables is scored on a five point scale. From the data given, there is no way to tell what proportion of those that did not gain remained the same and how many regressed. Additional data is promised but not yet received. Also there is no way of knowing the degree to which expectations of improvement on the part of the parent educators might have biased the findings.

Teacher Morale: Ten aspects of teacher morale were measured pre and post with "The Purdue Teacher Opinionaire". The scale was administered to 136 teachers in at least 10 communities. Data are again given in terms of number who gained.

Purdue Teacher Opinionaire Data

(N=136)

Variable	Number Who Gained
Teacher Rapport with Principal	57
Satisfied with Teaching	45
Rapport among Teachers	49
Salary	57
Load	56
Curriculum Issues	52
Status	52
Community Support	43
Facilities and Services	39
Community Pressures	55
TOTAL	56

Again, from the data given there is no way of telling whether the rest of the teachers regressed or stayed at the pre test level.

Mother's Competence to Teach her Own Children: Parent educators were trained to administer the "Mother as Teacher" (MAST) task to a randomly selected set of six parents in each FT classroom. Logistics apparently were difficult (see page 18 of sponsor report) but some usable pre-post data apparently was gathered. None is reported.

Self-Esteem of Parent Educators: Pre and post self-esteem data were gathered on 181 paretn educators on the "How I See Myself (Adult) Scale". Of the 181, 72 showed gains on the Interpersonal Adequacy factor and 82 showed gains on the competence factor. Again, the data given do not indicate either the magnitude of the gains or the number who regressed or remained the same.

Sense of Potency of Parent Educators: Pre and post sense of potency data were gathered on 210 parent educators on the "Social Reaction Inventory" an adaptation of the Rotter I-E Scale. Of the 210, 90 showed a gain in Internal Control.

Self-Esteem of Parents of FT Children: Pre and post "How I See Myself Scale" data on 640 parents showed 268 with gains in Interpersonal Adequacy and 282 with gains in Compentence.

Sense of Potency of Parents of FT Children: Pre and post "Social Reactions Inventory" data on 697 parents showed 301 with gains in Internal Control.

Parents' Reactions to Tasks: A major element in the Florida Model is the development of materials (Tasks) for family use. These tasks are developed to enhance the cognitive development of the child as well as to strengthen the parent-child bond. They are not "homework" but game-type supplements which are demonstrated to parents by the parent educators.

On the basis of Parent Educator Weekly Report (PEWR), data was gathered regarding students' interest in tasks, students' success with tasks, parents' judgement of the task's value for the child, and amount of time spent with child in task activity.

85,256 home visits were made and reported in 1970-71 in the eleven Florida model Follow Through communities.

PEWR Data on Parent Reaction to Tasks

(Total number of PEWR is 85,256)

Student Interest in Tasks

High	Mild	Not Interested	Question Not Asked
44,710	20,130	1,371	6,660

Student Success on Tasks

High	Mild	Not Successful	Question Not Asked
39,269	24,762	2,142	6,882

Parent Judgement of Task Value for Student

High	Some	No Value	Question Not Asked
36,978	31.626	718	8,465

Level of Task Difficulty

Too Difficult	Just Right	Too Easy	Question Not Asked
3,906	56,950	1,986	9,916

Amount of Time Spent with Child in Task Activity

Over 3 hours	2-3	1-2	Under 1 hour	Task not Tried	Question Not Asked
5,881	9,130	21,821	21,702	3,033	14,434

Home School Relations: The PEWR also provided data on home school relations as follows:

PEWR Data on Home-School Relations

(Total number of PEWR is 85,256)

Visited School in Past Week

Yes	No	Question Not Asked
17,717	56,783	7,708

Attended PAC Meeting

Yes	No	Not Asked	Not Available
8.919	61,623	7,315	4.654

Attended Parent Group

Yes	No	Question Not Asked
8,572	62,280	11,491

Talked to Principal

Yes	No	Question Not Asked
5,101	50,994	32,338

Plan to Visit School

Yes	No
46,905	35,606

Use of Comprehensive Services: The PEWR provided the following data about the number of times paretn educators provided parents information about the availability of comprehensive services.

PEWR Data on Comprehensive Services

(Total number of PEWR is 85,256)

	Yes	No
Health Service Information	17,714	64,663
Welfare Information	8,801	72,695
Psychological Information	7,317	75,102

Degree of Individualization of Instruction Through Tasks: The PEWR gives information about the main task presented that week. Over 76,539 task presentations were made. From the PEWR data it was determined that a given task was used in an average of about eleven homes per month. This was given as "solid confirmation of individualization of instruction". (p. 47 of sponsor report)

Product Measures

Children's Self-Concepts: Pre and post data on the "I Feel-Me Feel" (IFMF) were gathered on 1515 children in four randomly selected locations. "Children's Self-Social Constructs Test" (data is reported only on the Esteem portion) were administered pre and post to 717 children in two locations. The following data was reported:

I Feel-Me Feel Data

Number Who Gained: (N=1315)

Adequacy	Peer	Teacher-School	Academic	Physical
768	775	757	778	779

Children's Social Self Constructs Test Data

Number who gained in Esteem=361	(N=717)

Conclusion of Sponsor

Home Environment: "These gains, while demonstrating movement toward our goals, still leave continued room for improvement." (p. 30 of sponsor report)

Teacher Morale: "We see that at least one-third of the teachers from the ten communities on which we have data gained in morale on eight of the ten variables...The local situations, desegregation, teacher strikes, parent boycott etc. all influence morale; the gains registered in the face of both local and program demands is encouraging." (p. 26 of sponsor report)

Mother's Competence to Teach Her Own Children: (No data or conclusions given).

Self-Esteem of Parent Educators: "Over forty percent of the parent educators increased their scores on the two main factors, Interpersonal Adequacy and Competence. This represents an important achievement... Our goal of improved parent educator self-concepts...is being reached." (pp. 26-27 of sponsor report)

Sense of Potency of Parent Educators: "Forty-three percent of the parent educators moved toward more belief in themselves. This too represents a considerable shift." (pp. 26-27 of sponsor report)

Self-Esteem of Parents of FT Children and Self-Potency of Parents of of FT Children: "In the face of all the obstacles these parents must deal with, this gain represents a considerable movement toward reaching our goal." (p. 27 of sponsor report)

Parents' Reaction to Tasks: "We conclude that parents were very pleased with the home learning tasks and saw them as useful and geared appropriately to their children." (p. 69 of sponsor report)

Home-School Relationships: "Although the data can be interpreted to indicate major parent involvement, there is still progress to be made in this area." (p. 76 of sponsor report)

Use of Comprehensive Services: "There is no gauge one can use to estimate whether these figures reflect adequacy; they can be only descriptive... Parent educators are serving as first-line resources for comprehensive service information." (p. 78 of sponsor report)

Degree of Individualization of Instruction Through Tasks: "The average use of about eleven homes per task per month is solid confirmation of incividualized instruction." (p. 47 of sponsor report)

Children's Self-Concepts: "We believe this to represent significant progress toward the goal of enhancing children's concepts of themselves." (p. 27 of sponsor report)

Reviewer's Comments

The process and product variables measured seem to be appropriate to the aims of the model. The appropriateness of the process measures is excellent by comparison with most sponsors.

All measures are pre and post (except the PEWR) with no comparison to non-FT in any variable. Differences between pre and post could be due to second versus first time that an instrument is taken. There is probably nothing known about the effect of retesting on most of the instruments used.

All data (except PEWR) are presented in terms of the number of "subjects" that gained from pre to post. There is not way of telling about how many stayed the same, how many regressed, what the magnitude of gains and losses is, or what the actual level of performance is. (If 90% are as high as they can be on the pre-test and 10% improve, that is one thing, but if no one is at the top to begin with and 10% improve that is quite another matter).

Whether the conclusions of the sponsor are supported by the data is impossible to know without additional detail about the data. (This has been promised to us by the sponsor. 12/15/71)

The conclusion that instruction is being "individualized" because each task is used only in eleven homes per month on the average seems weak. There is no way of knowing from that whether the tasks chosen by the parent educator in any way fit the needs of the child better than another task. All we know is that parent educators are not using the same tasks in all homes during the course of a month.

The only product evaluation variable measured was self-concept and that was pre-post only with no attempt at comparison.

The report was generally reasonably well organized, except that 70-71 data was presented in part IV Accomplishments and Results (where it would be expected) and part of it under part V Projected Goals and Procedures (where it was completely out of place).

The Behavior Oriented Prescriptive Teaching Approach, Southwest Center of Early Childhood, State College of Arkansas

Nature of the Model

This model aims to develop skill objectives in four areas: sensory-perceptual-motor, cognitive, intrapersonal, and interpersonal. The sponsor provides a sequence of "Starter Lessons" designed to help children attain competence in each of the four areas. Two implementation models are provided. One is for communities with low densities of qualified children. Here, parents learn to teach their children and to work more closely with the school. The other is communities where the proportion of children qualified for Follow-Through is sufficient to work with both parents and teachers. Home Visitors are key people in both types of communities. In high sensity communities, Teachers and Teaching Assistants are also key people in the implementation of the BOPTA model.

Process Measures

Parent Response to Lessons: After the parent completes a unit at home, the Home Visitor will interview the parent to get his or her opinion of the lessons. Data given is based on the first four weeks of instruction in Natchitoches and first eight weeks in Daviess.

Parent Response to Lessons Data

	Percent of yes response (yes plus no = 100% in each case)	
	Daviess	Natchitoches
Did child complete lesson?	97	96
Was lesson taught every day?	29	85
Did child enjoy lesson?	93	99
Were lessons too long?	5	3
Did you enjoy teaching the lessons?	92	100

Parent Cooperation: Ratings of parent cooperation are made by Home Visitors on a 5 point scale after each visit to a home. The time spanned by this data is not clearly indicated.

Parent Cooperation Data

	Percent of home visits with each rating	
Rating	Daviess	Natchitoches
5	51	68
4	31	26
3	14	5
2	2	0
1	1	1

Parent Consistency: Parent consistency in teaching lessons was also rated by Home Visitors on a 5 point scale after each visit. When data was gathered is not clearly indicated.

Parent Consistency Data

	Percent of home visits with each rating	
Rating	Daviess	Natchitoches
5	22	52
4	28	26
3	40	19
2	8	2
1	2	1

Quality of Home Visits made by Home Visitors: Staff members go with Home Visitors on a home visit and evaluate the visit using the Home Visitor Observation Form. There are eleven items on the form ranging from, "Did the Home Visitor get in tune with the parent?" to "If needed, did the Home Visitor role play the child?". No specific data is given, but the sponsor states, "This has been the most successful part of our program with all eleven items being recorded positive in at least 95% of the cases." (in supplementary data sent to reviewer on request, the material is titled

"Introduction" and like most of the final report itself, is not paginated)

Quality of the Classroom Instructional Program: At the community with a classroom instructor component, a BOPTA Teacher Observation Instrument was used. It asks 13 yes or no questions such as "Is there a specific behavioral objective or task?", "Did the teacher prepare a good learning environment?", etc. The nature of the data gathered with this instrument is not clearly specified.

Number of Home Visits made etc.: The following information was gleaned from Home Visitor's Monthly Reports for 1970-71:

Home Visitor Monthly Report Data

	Daviess	Natchitoches
Average number of FT families served each month	144	261
Average number of home visits made each month by Home Visitors	437	402
Average number of "other" Home Visitor contacts each month such as phone calls, letters, etc.	93	742
Number of instances of parents volunteering their services in classroom during the year	62	695
Total number of hours spent by volunteers working in the classroom	258	921
Average number of parents who attended parent meetings each month	41	52

Product Measures

Evaluation of several product variables (as well as many more process variables) were projected by the sponsor in the 1970-71 proposal, but were not carried out. "At the time the proposal was written we had the part-time (one quarter time) service of an evaluation specialist, however, before he was able to assist us in more than a superficial manner he changed jobs. We were not able to hire anyone to take his place." (sponsor report on page titled "Evaluation 1970/71", no page number)

A dissertation titled "A Study of the Effects of a Two-Year Follow Through Program on the Academic Achievement of Second Grade Pupils" was done in Natchitoches Parish independently of the sponsor. The sponsor report contains a poor summary of the study. The reviewers have obtained a copy of the complete study from the author and will include it with a report on locally gathered data or summarized separately.

Conclusions of Sponsor

"From interviews and discussions we know that we helped certain children and families. We know that the attitudes of some teachers and parents were improved to the benefit of their children and community. All during the year we received increasing support from parents, principals, and administrators and we also got a great deal of support during the trying period of redesign." (sponsor report in "Evaluation 1970/71" section)

Reviewer's Comments

Process Evaluation: The kinds of things that the sponsor projected and/or attempted to measure in the way of process variables generally make sense for his model. However, the scales he uses nearly always require a "yes" or "no" response, (or "needs no help", etc). It may be difficult to make any discriminations or to gather much useful data unless the scales provide opportunities to make more discriminations. For example, on the Home Visitor Observation Form one question is "Did the parent accept the Home Visitor?" You would expect 95% of the raters to say yes to that unless the parent practically threw the Home Visitor out. It would not be too difficult to specify some levels of acceptance beyond yes and no.

Product Evaluation: The sponsor has specified some rather specific skill objectives in the four areas of sensory-perceptual-motor, cognitive, intrapersonal, and interpersonal. Yet the sponsor projected very little in the way of product evaluation and did none. Many of his objectives will not be measured by the SRI battery and it seems imperative for the sponsor to get on with measuring achievement of his objectives both with pre-post and comparative data.

1970-71 Sponsor Report: The 1970-71 final report is unbelievably poorly done. It consists of a two and one half page introduction, the 1970-71 Proposal, the June '70 to September '70 progress report, an evaluation section of four pages, a poorly written summary of a doctoral dissertation done by someone in Natchitoches Parish, the 1971-72 proposal, A Lesson Developmental Manual, and a Self Evaluation Program consisting of copies of forms to be filled out by Home Visitors, teacher, local staff, classroom instruction coordinator, social worker, parent educator, nurse, and sponsor staff. There is no table of contents and the only part of the whole thing with page numbers is the 1970-71 proposal. This makes a poor report even more difficult to figure out!

Tucson Early Education Model, Arizona Center for Early Childhood Education, University of Arizona

Nature of the Model

This model's objectives can be classified into four areas: language competence, intellectual base, motivational base, and societal arts and skills. Major components are instruction, psychological services, and parent involvement. Instructional methods emphasize individualization, imitation, positive reinforcement, generalization, orchestration (simultaneously attending to a variety of skills), small group interaction, and use of experiential backgrounds of pupils in planning instruction.

Process Measures

Effectiveness of Summer Training Institutes for Program Assistants: Program assistants work with five to seven teachers in and outside of the classroom setting. Three different Institutes were conducted with from 29, 33, and 36 participants in each. Three instruments were used at each Institutes: the TEEM Summer Institute Inventory (four subtests--knowledge of TEEM, Role of Program Assistant, Reading within TEEM, and Strategies), the TEEM Attitude Scale (subtests--progressivism, traditionalism, and educational attitudes), and Evaluation of Summer Training Procedures. At two of the Institutes the evaluation design allowed for assessing the effects of pretesting as well as the effects of the training. At the third Institute two different methods of training (one including a practicum with children) were compared.

Detailed data is reported on pages 29 to 67 of the "Training for Educational Change Agents" part of the sponsor report. In summary, for Institute #7, significant gains were made in the Reading and Strategies subtests of the TSII and a significant drop in Traditionalism. In Institute #2, no subtests of the TSII were significantly different pre to post; the total score showed significant improvement. In Institute #3 there were significant pre to post gains on all subtests of the TSII, but no differences between the practicum and non-practicum groups. There was however, a significant difference in favor of the Practicum group on the Progressivism scale of the TAS. On the Evaluation of Summer Training Procedures, the participants in all three Institute indicated that there was a need for training for all of the objectives, that an appropriate amount of time had been spent on each objective, and that they had confidence in their ability to implement the objectives.

Scope of Psychological Services: The sponsor reports dsta indicating the percentages of time that psychologists spent in various kinds of activities (p. 54 of Psychological Service Program part of sponsor report).

Community acceptance of Psychological Services: Data is presented with respect to the number and kinds of services requested (p. 57 of Psychological Service part of sponsor report).

Program Effectiveness of Psychological Services: Data is presented with respect to the outcome of the cases serviced by the psychologist in each community (p. 63 and 64 of Psychological Services part of sponsor report).

Efficiency of Psychological Services Component: A table giving the number of contacts by psychologists purports to give data about efficiency (p. 69 of Psychological Service part of sponsor report).

Product Measures

The sponsor was entirely dependent on local communities for product measures. The sponsor requested the results of local evaluations from each of the nineteen communities. Over twenty different tests were used in the various communities. Data was not received from all communities. Data from eleven communities is reported in appendix "H". Data are achievement test and/or intelligence test scores. Since different tests were given in different communities (and at different times) it is not possible to combine the data so it is reported community by community. In some cases there is pre and post data, in some only spring data, and in four cases there is some comparison data.

Chickasha, Oklahoma: Spring 1971 data are reported on Metropolitan Readiness Test (K) and Gates Reading Test (1, 2, and 3). (p. 1 of Appendix H)

Shawnee, Oklahoma: Metropolitan Achievement Test data for Reading and Arithmetic are given (Spring 1971 only) for grades 1, 2, and 3. (p. 4 of Appendix H)

Abbeville, Louisiana: Spring Stanford Reading and Arithmetic data and Oitis-Lennon I. Q. data are given for grades 1, 2, and 3. (p. 7 of Appendix H)

Baltimore, Maryland: Spring PMA data (total only) are given for K and 1. (p. 8 of Appendix H)

Des Moines, Iowa: Spring data only on MAT Reading and Arithmetic for K, 1, 2, and 3 and CTMM data for K, 1, 2, and 3, Spring 1971. (p. 9 of Appendix H)

Pikesville, Kentucky: Pre and Post data as follows:

Stanford Achievement Tests

	Pretest (Fall, 1970)		Post-test (Spring, 1971)	
	word mean.	arith. con.	word mean.	arith. con.
Grade 1	not given	not given	(N=106) 1.7	(N=106) 2.8
Grade 2	(N=109) 1.6	(N=109) 1.9	(N=64) 2.3	(N=64) 2.6
Grade 3	(N=106) 2.4	(N=106) 2.7	(N=82) 3.4	(N=82) 3.7

Tucson, Arizona: Some pre and post data as follows:

	Fall, 1970	Spring, 1971
Grade 1 Stanford Achievement, Level I	Arith. (N=67) $\bar{x}$=12.5 (10 percentile) Letter/sounds (N=68) $\bar{x}$=11.1 (10 percentile)	Arith. (N=60) $\bar{x}$=17.6 (31 percentile) Letters/sounds (N=60) $\bar{x}$=17.2 (29 percentile)
Grade 2 Stanford tests in Fall, Metropolitan in Spring	Word reading (N=56) $\bar{x}$=12.2 (1 percentile) Paragraph mean. (N=34) $\bar{x}$=14.6 (3 percentile)	Word Knowledge (N=60) $\bar{x}$=18.8 (12 percentile) Reading (N=60) $\bar{x}$=14.4 (12 percentile)
Grade 3 Metropolitan	not given for Fall	Word Knowledge (N=61) $\bar{x}$=16.2 (8 percentile) Reading (N=61) $\bar{x}$=20.1 (14 percentile)

Forth Worth, Texas: Follow Through and non-FT data are given on PMA pre and post. Characteristics of the comparison group are not given, but the "N" in each case is given as equal to the FT group.

Primary Mental Abilities Tests- Fall, 1970 and Spring, 1971

Grade 1	Follow Through		Non-Follow Through	
	pre(N=80)	post(N=62)	pre(N=80)	post(N=62)
Verbal Meaning	85.2	90.3	88.1	91.8
Spatial Relations	86.8	95.6	88.9	90.5
Number Facility	88.2	96.5	87.6	99.7
Perceptual Speed	90.2	101.7	92.6	94.0
Total	87.6	94.8	89.1	93.1

Grade 2	Follow Through		Non-Follow Through	
	(N=80)	(N=72)	(N=80)	(N=72)
Verbal Meaning	90.9	92.8	94.4	95.5
Spatial Relations	113.2	112.7	103.5	102.7
Number Facility	87.8	90.1	88.0	88.0
Perceptual Speed	103.5	94.9	91.8	100.8
Total	99.2	97.7	94.2	96.9

Grade 3	Follow Through		Non-Follow Through	
	(N=80)	(N=66)	(N=80)	(N=66)
Verbal Meaning	92.2	91.9	87.6	88.4
Spatial Relations	104.2	106.0	98.9	102.8
Number Facility	88.6	90.5	89.5	92.8
Perceptual Speed	103.2	99.5	88.8	98.6
Total	96.6	96.7	90.9	95.9

LaFayette (Walker Co.), Georgia: Follow Through and non-FT data are given on PMA Pre and Post. No information is given about the nature of the comparison group.

Primary Mental Abilities Tests, 9-70 and 4-71

Grade 1 (N's are approx.)	Follow Through pre (N=105)	 post(N=105)	Non-Follow Through pre(N=90)	 post(N=90)
Verbal Meaning	92.6	100.3	91.4	92.9
Spatial Relations	86.0	92.3	82.2	90.6
Number Facility	84.8	107.1	92.9	100.9
Perceptual Speed	94.8	108.3	91.7	105.5
Total	92.0	101.6	88.6	97.4

Grade 2 (N's are approx.)	Follow Through (N=100)	 (N=100)	Non-Follow Through (N=80)	 (N=80)
Verbal Meaning	100.0	99.9	93.8	95.3
Spatial Relations	109.3	109.3	98.9	104.3
Number Facility	98.9	91.7	90.6	95.8
Perceptual Speed	97.6	99.6	95.2	106.0
Total	98.6	100.1	95.3	100.5

Grade 3 (N's are approx.)	Follow Through (N=110)	 (N=110)	Non-Follow Through (N=85)	 (N=85)
Verbal Meaning	93.8	95.0	91.7	88.8
Spatial Relations	100.4	99.5	100.0	97.4
Number Facility	90.7	92.2	84.1	91.7
Perceptual Speed	94.6	100.6	93.8	102.2
Total	95.4	97.2	92.2	96.7

Lincoln, Nebraska: Follow Through and non-FT data is given for Spring, 1971 for Metropolitan Readiness Tests in K and Metropolitan Achievement tests in 1. No information about the nature of comparison is given.

(Kindergarten) Metropolitan Readiness Tests- Spring 1971

	Follow Through (N=294)	Non-Follow Through (N=170)
Total	59.0 (59 percentile)	60.06 (63 percentile)
Median Percentile	63	65

(First Grade) Metropolitan Achievement Tests- Spring 1971

	Follow Through (N=215)	Non-Follow Through (N=84)
Listening for Sounds	$\bar{x}=27.8$ (36 percentile)	$\bar{x}=36.2$ (77 percentile)
Reading	$\bar{x}=23.8$ (47 percentile)	$\bar{x}=30.7$ (87 percentile)
Numbers	$\bar{x}=29.0$ (70 percentile)	$\bar{x}=30.8$ (81 percentile)

Wichita, Kansas: In 1968 a group of Head Start graduates were randomly assigned to participate in the Follow Through school or to attend a regular neighborgood school class. At the end of the 1970-71 year they had completed three years those settings. Metropolitan Achievement Test data is reported for both groups as well as for a classmate group (classmates of a Follow Through classroom whose parents were generally middle class in SES.

Third Grade Metropolitan Achievement Test Data- Spring 1971

	Head Start + 3 yrs. of Follow Through (N=67)	Head Start but no Follow Through (N=53)	Classmates of Follow Through (N=59)
Word Knowledge	14.6 (23 percen.)	20.5 (38 percen.)	20.6 (38 percen.)
Word Discrimination	18.3 (18 percen.)	24.4 (40 percen.)	23.5 (38 percen.)
Reading	20.5 (20 percen.)	28.8 (35 percen.)	29.0 (35 percen.)

Conclusion of Sponsor

Effectiveness of Summer Training Institutes for Program Assistants: "Data collected during the summer training indicated that objectives, length of training, and organization of training were satisfactory...Support for a practicum-based training program as opposed to a non-practicum based program is not indicated by the data. Measurement of Program Assistant performance after they have returned to their communities is necessary...

It is strongly recommended that implementation assessment instruments be developed." (p. 64 of Training for Ed. Change part of sponsor report)

Scope, Acceptance, Effectiveness, and Efficiency of Psychological Services Component: "Tuscon Early Education systems approach can be used with success to make psychological theory and techniques available for use in solving educational problems...TEEPS demonstrates that a psychologist and a teacher working together can solve educational problems... The data indicate that consultation teams are highly effective and reasonably efficient, and that consultation as a service can attain a high degree of acceptance in school." (pp. 15-16 of Psychological Services part of sponsor report)

Product Measures: "Several general statements can be made about the data received this Spring. Children in grades 1 and 2 score higher on school achievement tests, relative to grade level norms, than children in grade 3. This difference is marked in some cases, and evident to some degree in most communities. The percentage of third graders that have received four full years of TEEM Head Start and Follow Through is quite small. The results is not known. Differences provided by Follow Through and non-Follow Through comparisons were marginal. Two of the three comparisons (Fort Worth and Walker County, Georgia) were in the direction of Follow Through children. Differences favored the non-Follow Through children of Lincoln, Nebraska." (pp. 95-96 of sponsor report)

Reviewer's Comments

Process Measures: The evaluation of the Summer Institutes was done with a fair degree of sophistication. Obviously the real test of effectiveness, however, (and the sponsor recognizes this), lies in what the

Program Assistants do when they get into the communities.

The conclusions of the sponsor regarding the scope, acceptance, effectiveness, and efficiency of the Psychological Services Component may or may not be accurate. However, the data about percentages of time in various activities, number and kinds of services requested, etc. are not very substantial support for those conclusions. A certain level of referral does not necessarily indicate acceptance, the way a psychologist decides to dispose of a case does not necessarily say much about his effectiveness, etc.

Product Measures: The model purports to have non-cognitive as well as cognitive goals, but no non-cognitive product measures were even attempted.

The sponsor indicated that on the basis of the three communities that had comparison data (actually four had comparison data) two slightly favored the Follow Through group. However, in both those cases the Follow Through group had higher pre-test scores and if post-test means would be adjusted for pre-test differences most likely the non-Follow Through group would come out higher in both of those communities also. In Lincoln, where non-FT scored higher, no pre-test scores are given for either group so not much can be concluded about which program was more effective. The Wichita data (not referred to in the comments of the sponsor) appear to clearly favor non-FT children.

Not enough information is given about how comparison and FT groups were selected and "treated" in each of the communities with comparison groups to know how valid conclusions based on the data might be.

A greater degree of uniformity of measures used in the various communites, and measures that represent each of the major product goals of the sponsor appear to be needed. Also needed, is some systematic attempt to assess the degreee to which the instruction component in the FT sites exemplifies the model.

Responsive Follow Through Program, Far West Laboratory for Educational Research and Development

Nature of the Model

A major goal of the Responsive Program is to help maintain and develop a pluralistic society. This implies that public schools need to take into account what children learn before they start school and be more responsive to individual children and their parents. Within this context, the Responsive model aims to produce persons with the intelligence to solve non-interpersonal, interactional, and emotional problems, and with the emotional health to try to solve the. Children are helped to form healthy self-concepts, improve the use of their senses and perceptions, enhance their understanding of language, and develop conceptual and problem solving abilities. Rather than forcing children to respond to the environment in a set pattern, an environment is developed that responds to the children. A child does something because he likes it rather than for the sake of obtaining rewards or avoiding punishments that have no inherent connection with the activity itself. A child is allowed to pursue any activity as long and frequently as he likes because all available activities contribute to achieving the goals of the model. Most of the child's day is spent in self-directed activities or in small groups. An important activity is the Learning Booth in which a child "plays" with a typewriter under the guidance of a booth attendant.

Process Measures

Attitudes of Teachers and Teaching Assistants at End of 1970-71 Year: A Teacher/Teacher Assistant Survey was sent to all Follow Through teachers (290) and teaching assistants (342). Five hundred and sixty six returns were received (90% of the teachers and 84% of the assistants). The responses are summarized under five areas as follows:

Teacher/Teacher Assistant Survey Data

I. Teaching: Facilities and Materials

	Teachers		Teaching Assistants	
	yes	no	yes	no
Are you able to request materials you need for teaching?	94%	6%	92%	8%
Do you usually receive the materials you requested?	76%	24%	90%	10%

	satis.	mixed feel.	dissat.	sat.	mixed feeling.	dissat.
How do you feel about working conditions:						
equipment	71%	21%	8%	85%	10%	5%
supplies	66%	22%	10%	83%	12%	5%
classroom space	46%	24%	30%	58%	16%	26%
class schedule	73%	21%	6%	82%	15%	4%
salary	57%	25%	37%	70%	26%	41%
planning time	42%	20%	37%	70%	16%	14%

II. Teaching: Parent Paricipation

	Teachers		Teacher Assistants	
	yes	no	yes	no
Do you explain the responsive model to parents?	93%	7%	73%	27%
Do you have volunteer parents working with the children in your classroom?	55%	45%	50%	50%

	yes	no	yes	no
Are volunteer parents involved in planning classroom activities?	38%	62%	30%	70%
Do you have any problem in working with parent volunteer?	26%	74%	6%	94%

IV. Program Advisor in Class

Some data is given regarding number of hours the Program Advisor spent in the class per month as reported by teachers/assistants. Over half reported 0-3 hours, 4 people reported 16-21 hours with most of the rest reporting 4-10 hours per month.

V. Staff Relations

	Teachers		Teaching Assistants	
	yes	no	yes	no
Are there disagreements between you and the principal regarding responsive model?	14%	86%	5%	95%
Do you have difficulties with other staff members?	18%	82%	10%	90%
Do you have difficulty working with the program advisor?	10%	90%	2%	98%

	extremely well	well	not well	extremely well	well	not well
How well do you and your teacher assistant work together?	80%	15%	5%	85%	10%	5%

Systematic Observation of Teachers: Over 60 teachers were systematically observed at the beginning and end of the year by a Laboratory-trained observer. No data regarding the observations was given either in the sponsor's report or in the supplementary information sent by the sponsor to the reviewers.

Learning Booth Attendant Performance: Sixty Learning Booth Attendants were formally observed by Laboratory staff personnel. The exact nature of the schedule used is not indicated. Eighty two percent of those observed were rated as being good to excellent and only three attendants were rated as doing poor work.

Quality of Laboratory-Conducted Workshops: The sponsor report indicated that all workshops were evaluated by participants, but the nature and results of those evaluations are not specified.

Product Measures

Intelligence: Four subtests of the Wechsler (WPPSI) were given to a select group of children in a longitudinal study. The data given follow:

Wechsler (WPPSI) Data

	Pre-test Means			Post-test Means		
	K	1st	2nd	K	1st	2nd
Vocabulary	9.66			10.05	8.74	
Similarities	10.65			11.56	11.41	
Picture Completion	9.53			10.80	10.64	
Block Design	10.07			11.31	11.17	
Total	39.92			43.59	41.84	39.6
N	440	794	508	440	794	508

No data was provided except for that given in above table, nor was any longitudinal data available. According to the sponsor, these data are in the process of being analyzed as a function of teacher, district, and child variables.

Learning Booth Performance: There are five phases of activity in the learning booth ranging from free exploration to typing words and stories. Data are presented which indicate the percent of children in kindergarten and grade 1 performing at each level.

Learning Booth Achievement

		Percent at Each Phase				
	N	I	II	III	IV	V
Kindergarten	1391	1	6	37	23	33
Grade 1	1064	1	1	11	20	66

Conclusions of Sponsor

"The general plan was carried out to the satisfaction of the Laboratory staff and districts...The materials and training units developed by the Laboratory staff were judged to be satisfactory and more than sufficient... The accomplishments of the year and continued program development have contributed to a refinement in training techniques, an emphasis on the Responsive process on utilizing existing materials and an increase in the visibility and practical evidence of the program operations for implementation." (pp. 1 and 2 of Section C of sponsor report)

"Overall the test results during 1970-71 year fit a pattern of previous years. That is, children at the beginning of the year scored below the national average (about 40) on the Wechsler and at the end of the year increased their standard scores and scored at or above 40 on this "traditional" instrument. (p. 3 of Section D of sponsor report)

Reviewer's Comments

It is not easy to understand the organization of the report or the reason for its being organized (or disorganized) the way it is. There is no overall table of contents. It starts with a Section A and then an index of parts for Section A. Then you find a Section B and an index of parts for Section B. Then the same for Sections C and D. In addition, the sponsor sent the reviewers the following material: "Analysis of 1968-71 Learning Booth Achievement", "The Implementation of the Responsive Model Follow Through Program: The Case of Community A (1969-70)", and "Teacher/Teaching Assistant Survey Data for 1970-71".

Section A is titled "Description of Program and Scope of Work". It is an accumulation of five documents that had obviously been prepared for purposes other than this report. A copyright owned by Far West Lab is claimed for four of the five. From among the five one can get a feel of the goals and philosophy behind the Responsive model, but very little about the process by which those goals are to be implemented. From among all the materials in the report and additional information sent, the only place the reviews could find information about processes waw in the Learning Booth Achievement report.

Section B of the sponsor report called "General Plan and Organization" does little more than give organizational charts.

Section C called "Sponsor Accomplishments and Community Accomplishments" makes a few generalized statements about accomplishments (no data to support them) and suggests areas in which the Lab should place greater emphasis.

Section D titled "Evaluation Procedures and Summary of Findings and Conclusions" presents really conclusions and hardly any findings. It consists of a description of the data presumeably gathered in 1970-71 (but no data except for a very little bit of Wechsler Data), a description of

Development efforts in Evaluation in 1970-71, and plans for 1971-72. Then at the end is another paper with a copyright claim which summarizes Teacher/ Teacher Assistant Survey Data for 1968-69 and for 1969-70 (but no 70-71 data).

From Section D of the report one is led to believe that a major part of the 1970-71 evaluation effort went into developing some instruments to measure program objectives and identifying better procedures for analyzing results. The report says, "several instruments have been or continue to be developed." They list four of them. When the sponsor was asked for the instruments or some stage of their development, the sponsor indicated that they were still in a developmental stage and were considered "in house" (Dec. 15,1971). This in spite of the indication in the 1970-71 report that some "had been" developed. In a note from the sponsor (Thorns) dated 12/20/71, he indicated that "most of the information will be ready in the Spring." The "ready in the Spring" presumably also includes additional Wechsler analysis that the sponsor report indicated was in progress.

The sponsor made one effort, with 1969-70 data, to put together SRI, sponsor, and local district data and report the findings to the local district (Berkeley). They found the task to be "extremely time-consuming" (p. 4 of Section D of sponsor report) and apparently are not planning this for 70-71 data.

It is apparent that the sponsor does not feel any urgency to report data gathered in a particular year in the report for that year.

While the projections for 1971-72 talked about collecting more product evaluation, for 1970-71 only Wechsler data on a select group and

Learning Booth Achievement were gathered by the sponsor. Even Learning Booth Achievement is almost more process than product. It seems strange for so little product evaluation to have been attempted when the model suggests some specific product outcomes.

It also appears odd to the reviewers that so much of what is claimed to be accomplished with Follow Through Funding is also claimed to be "in house" and/or copyrighted by Far West Laboratory.

Engleman-Becker Model, University of Oregon, Wesley Becker, Co-Director

Nature of the Model

The main aim of this program is on promoting skills and concepts essential to reading, arithmetic and language achievement through structured sets of drills with a heavy use of reinforcement techniques using rewards and praise to encourage desired patterns of behavior. The general philosophy of the program is that a child who fails is a child who has not been taught. The remedy is to teach the skills which have not been mastered.

Process Measures

Teacher Implementation of Program: To determine if teachers are using the program properly video tapes are taken of their classes at different intervals. The tapes are examined by central staff and teachers and appropriate comments are fed back to the teachers, or discovered by them. No hand data is reported or intended to be reported. A review of some of the local on site reports indicates that this video procedure appears to be effective.

Product Measures

To measure the language skills the Slossom Intelligence Test was given to all groups not tested by SRI. The testing was done in the Spring of the year to the entire population. Summary data for each grade and site broken down into economic status (for poor and non-poor) is given on pages 42-47 of their report. Identical procedures were followed to measure reading and arithmetic using the Wide Range Achievement Test (WRAT). Also the same summary data is available on these measures in pages 42-47.

Language Skills: This dimension is reported in respect to K-sites and first sites. The difference being programs that have FT during kindergarten. The Slossom Intelligence Test is used to measure language skills.

Comparison of K and First Sites on the Slossom Intelligence Test

Poor Only

	K-Sites		First Sites	
	Mean Grade Level	N	Mean Grade Level	N
K	107.6	1156		
1	104.6	867	96.1	781
2	106.8	549	96.4	704
3	100.3	188	98.6	454

It should be noted here that K-Sites are consistently better than First-Sites for poor. It should also be noted that this population of poor children is above the national average on I.Q. for grades K, 1, and 2 from K-Sites (third graders in K-Sites did not have kindergarten). The authors note here is well taken. "Caution must be taken attributing the obtained differences to E-8 Kindergarten" since K and First-Sites also differ in other non-controlled ways. It is evident why data on non-poor children was not presented.

Reading: This dimension is reported in terms of K-Sites and First-Sites, x grade level, x economic status using WRAT reading scores. (see following page)

Comparison of K and First Sites on WRAT Reading by Grade and Status

		K-Sites		First Sites	
Grade	Status	Mean Grade Level	N	Mean Grade Level	N
K	P	1.34	1156		
	NP	1.86	166		
1	P	2.34	867	1.93	869
	NP	2.97	142	2.32	188
2	P	3.69	592	3.31	819
	NP	4.81	80	4.11	234
3	P	4.47	188	5.10	620
	NP	4.61	38	4.99	131

In general poor children test above grade norms in decoding words. Children in sites with kindergarten score about .4 grade level higher as first and second graders than from programs without kindergarten. Remember third graders were not in kindergarten programs. E-8 children are exceeding norm expectation. Gain data from 68-69 to 69-70 indicate that children in program from grade 1 to grade 2 advanced to a mean of 3.5 from one of 2.0. Thus they had a mean increase of 1.5. These children who entered in kindergarten had a mean gain of 1.2 going from 1.2 to 2.4 at the end of first grade.

Arithmetic: This dimension is reported in terms of K-Sites and First-Sites, x grade level, x economic status using WRAT arithmetic scores.

Comparison of K and First Sites on WRAT Arithmetic by Grade and Status

		K-Sites		First-Sites	
Grade	Status	Mean Grade Level	N	Mean Grade Level	N
K	P	1.32	1156		
	NP	1.60	166		
1	P	2.01	867	1.85	869
	NP	2.24	142	1.95	188
2	P	2.61	592	2.45	819
	NP	3.05	80	2.67	234
3	P	3.31	188	3.33	620
	NP	3.65	38	3.44	131

Again K-Sites are superior to First-Sites, but the children are performing below norm. This is believed due to a mathematical column format position on the WRAT. The children are not as familiar with this format at this time. It is expected that these results will change greatly when the children are in the program for longer times. Thus the sponsor feels that this test is underestimating the child's abilities. The children in the K-Sites from 1968-69 to 1969-70 had a mean gain of .8 years while those in program starting in first grade had a mean gain by second grade of .54 grades

Conclusions of Sponsor

1. It is suggested that early training in language concepts (K-Sites) fosters intellectual development.
2. "E-B children are learning generalized reading skills that exceed norm expectation."

Reviewer's Comments

Gains by centers are given in the report for years 69-70. Subsequent data has been sent by the sponsors, for certain sites giving gain scores for 69-70 to 70-71. Thus the gain over two years can be calculated. The sponsor has also replied descriptive data concerning teachers and students and aides. This is available on pages 66-72. In recently received data from Tupelo program it was found that the children leaving Head Start for first grade in 1971 were really ½ grade level ahead of Head Start Planned Variation children. As evidence of the approach used Dr. Becker responded to Tupelo "they are ahead more because they were taught by an effective teaching staff." Complete data for all students is now being put into a single computer tape system using locally funded IBM Cards. This is a good technique and should yield substantial results in the future. Dr.

Becker expresses some doubt concerning the WRAT test. Rather than dropping this test perhaps additional tests could be used, since much comparative and longitudinal data would be otherwise lost. This report is easy to follow and logical in nature. They do not seem to hide their data in terminology, but report it in an understandable style. They are not collecting such an extensive amount of data that they lose site of their objectives. Again it should be emphasized that additional calculations could be made from their data in respect to gain scores. Within the near future such data should be available on a larger basis.

Culture Linguistic Approach, Northeastern Illinois State College, Center for Inner City Studies, Dr. Nancy Arnez and Mrs. Clara Holten

Nature of the Model

This program is designed for children who enter primary school able to speak and think in their own language, but not in standard English. The approach uses an oval language program that builds on their own language and culture to increase their skills (reading, writing, problem solving and conceptual) in English. The objectives are to engage the children in observational experiences that teach them "to use all their senses in discovering and selecting information, in classification activities that teach them to sort and arrange information in meaningful patterns, and in culture relevant activities that encourage them to think imaginatively.

Process Measures

Classroom Implementation: To determine if the classrooms are successfully using the model and are having a positive effect on the students two forms of classroom evaluation are used. First each teacher is required to tape (audio) during the language episode. These tapes are collected at two week intervals. Second, a trained observer is sent to the classroom on a regular basis. No analysis of the data or from conclusions were drawn from this information.

Speaker Effectiveness: To discover how effective the workshops were several scales were administered to the participants. One of these scales was a five point scale similar in form to Osgood's Semantic Differential. Two of the dimensions "very beneficial" and "somewhat beneficial" were analyzed by Chi Square for each instructor. It is assessed in this analysis that an expected probability was determined for all instances of the instrument's use. All differences were significant at .05 or less with all but one in a positive direction.

Site Needs: In additional scales it was reported that instructional and psychological needs were perceived by participants to be common across all programs. No significant differences on understanding were obtained with the elicitation technique.

Workshop Quality: This was evaluated by a variety of questionnaires. No significant T's were found between the Chicago and Topeka groups on the questionnaire covering the workshops. A significant difference was found (2.53 p. 201, If=18) between FT and non-FT teachers with the FT being more favorable toward the workshop. Chicago needs were centered around methodology and their understanding of the technique used in the model.

In addition to the reported information a brief summary is given of the acceptance of various parts of the individual workshops.

Product Measures

No product measures were analyzed or suggested to be analyzed.

Conclusions of Sponsor

1. The speakers at the workshops received a statistically significant level of approval.
2. "The question on the instrument appeared to be adequate, but the response choices were totally inadequate."
3. "Topeka FT teachers are more concerned with how to deal with problems in the affective rather than the cognitive". The Chicago group seems more concerned with methods.
4. The Chicago group is more child-centered than Topeka group.

Reviewer's Comments

The great amount of evaluation seems to be centered on the workshops and the perception of staff concerning the quality of the workshops. The use of x^2 seems totally unnecessary and useless. In any event the data obtained seems almost trivial. Further, very little is done with the extensive use of tapes from the different sites. Much could be gained from this information. Further, some sort of overall analysis might be beneficial from the evaluation of the classroom procedures. In short, very little useful data is presented in their report. This is particularly discouraging since it would be expected that such a program would have a considerable amount-evaluation of cognitive skills in their language and in English. Do apparent attempt seems to be made to evaluate their own objectives, which is most regretable.

New School Approach, University of North Dakota, Dr. Vita Perrone

Nature of the Model

The basis statement concerning the New School approach is that it "focuses on assisting teachers to reappraise their basic beliefs about children, e.g., that children learn at different rates, that their learn-styles differ and that they bring to school a variety of interests and needs uniquely related to their own personal fulfillment. In this type of classroom the teacher is a guide who asks the right question at the right time so that children will further extend themselves in searching for information and in solving problems.

Demographic Information

The FT classroom teachers gave the following descriptive data concerning the 242 students in the program:

1. 54% are from low income families
    a. 79.2% of the Indian population are low income
    b. 61.9% of the Spanish American are low income
    c. 42.8% of the Caucasians are low income

2. The following percentage breakdown of race exists
    a. 65.7% Caucasian
    b. 25.6% Indian
    c. 8.7% Spanish American

3. 44.6% of the students had had Head Start program experience.

No indication is given concerning what income level is low.

Process Measures

School District Cooperation: This was assessed by obtaining the wishes of administrators and teachers to continue in the program during the 1971-72 year. The results indicated that all principals and district superintendents and 90% of the teachers wished to return for the 71-72 year.

Student Participation: This was measured by a questionnaire and interview administered to teachers, paraprofessionals, and a random selection of students. The results were:

a. Teachers indicated that 92% of the students had a positive attitude toward the program.

b. 96% of students interviewed demonstrated a positive attitude toward program and teachers. This was done by an interview. The number of the sample was not given.

c. The rate of unexcused absentees was 10% or less in each class reporting. Exact data is given in the report.

d. The rate of disruptive behavior by 50% during the last quarter as measured by an interview given to paraprofessionals on a random basis. The reviewer feels this is a poor measure of disruptive behavior and a better scale and procedure is needed.

Parent Involvement: Parent involvement was assessed by use of the North Dakota parent interview schedule. The results indicated that:

a. 95% of parents surveyed indicated a positive attitude toward the program

b. 69% of the parents participated in some manner on the project

c. 59% of the parents indicated participation in at least one monthly meeting and/or parent activity.

Neither the degree of attitude nor the characteristics of the sample were given.

Participation of the Staff: This was measured by a questionnaire and by attendance records.

a. All teachers attempted to implement those applicable activities introduced in pre and inservice training sessions in their classrooms.

b. 93% of the teachers attended pre and inservice training sessions and activities.

c. 70% of the teachers took courses for credit during the year

d. 70% of paraprofessionals attended training sessions and monthly meetings

School District Coordinator of Medical, Dental, and Social Services: Health habits were identified by a questionnaire given to the students. Additional data was obtained from school records.

a. All students requiring medical and/or dental service as deemed necessary by a doctor's examination received that required service.

b. 89% of the students demonstrated they practiced everyday health habits

c. 92% of parents as referred by teachers or principals as requiring social services received such services.

d. 2% of FT children did not take such programs.

e. 26% of children referred by the teacher for guidance and psychological service had either not received it or it was delayed.

Classroom Environment: In Great Falls and Washington Trial sites data was collected concerning ideal and real classroom environment and the reasons for any discrepancy between the two. The instrument used were Ideal Classroom Environment, Actual Classroom Environment, and Factors Related to Actual-Ideal Discrepancies. Data is given in terms of responses to a list of 28 statements concerning the classroom environment as suggested by the model. The results indicated that the teachers even though they tended to agree with the ideal were not actually able to achieve it. The reasons most given for the discrepancy was insufficient teacher preparation in discovery techniques. Additional data is given concerning all reasons in their report.

Parent Perception of Program: In the Washington Trail 49 families were randomly selected and balanced for classrooms. These parents were interviewed concerning their perception of the program. The following results were obtained:

Program Perceptions

Item	Average no. of times		
	At School	At Home	Other
Times you seen your FT teacher during the year	4.24	.14	.29

	Not Satisfactory	Satis.	Very Sat.	No Response
Your contact with child's FT teacher	0%	37%	59%	4%

	Yes	No	No Response
Would you like to visit your FT child's classroom?	88%	10%	2%

	N. R.	Personal Invitation	Visit me at Home	Program for Parents at School	Othe
What would make you more likely to visit FT classroom	19%	31%	15%	19%	15%

	Yes	No	No Response
Have you participated in FT Program?	71%	27%	2%

	Helping in Class-room	Helping with Field trips	Doing Things at Home	Other
If so How?	30%	13%	27%	29%

	Yes	No	No Response
Would you be willing to participate	86%	10%	4%

	Yes	No
Awareness of FT parents and teachers monthly meetings	92%	8%

	Yes	No
Have you attended any of these meetings?	57%	43%

	Yes	No	No Response
If you attended were they satisfactory?	87%	7%	7%

	Too busy	Not Interested	Did Not Know Time/Place	Trans.	Babysit.	Other
Why did you not attend meetings	28%	3%	13%	13%	25%	20%

	FT	Ways Children Learn	Information about Ways to Help In Class.	Ways to Help at Home	Othe
Kinds of programs you would be interested in seeing	17%	24%	13%	31%	10%

Was FT Program	Satisfactory 44%	Not Satisfactory 2%	Very Satisfactory 54%
My child enjoyed school	Not Very Much 2%	OK 14%	Very Much 84%
My child has progressed	Not Very Well 4%	Well 22%	Very Well 74%
Would you want changes	No Changes 89%	Changes 11%	

The Washington Trial data was collected under the title PROSE. This information has not yet been processed.

Product Measures

Basic Skills: This was assessed by a teacher evaluation of the student. It was found that less than 80% of the students attempted to complete the basic skills of the program

Reading Readiness: Less than 75% of a convient sample obtained average or above average scores on the Metropolitan Readiness Test Form A. Again no indication is given of true shape of the distribution. Further elaboration of the selection of the sample was not included in their discussion. In addition three other reading measures were taken of certain sites.In January a *Standard Reading Inventory* was given to a random sample of students from each second grade FT classroom in Great Falls, to a random sample of students in each third grade FT classroom in Fort Yotes, and to the best and poorest student in reading each class the *Classroom Reading Inventory* was given. In addition at Fort Yotes, the *Gates-MacGinitie Reading Tests* were administered in August to all FT students in K-3. A discussion of these measures is included in the results. The results of the *Standard Reading Inventory* indicated that about 40% were achieving well and that 60% have some degree of difficulty in reading and thus do not fit the program well. The results are based on 16 students and a frequency count based on book level is given in Table 1 of their report. The actual raw data is supplied by the sponsor. The results of the Classroom Reading Inventory taken on 10 students indicated that all students could pronounced the required words but that they were word by word readers. All of them lacked expression in reading and many lacked fluency. All students showed weakness in inference questions and in interpreting what they had read.

The following results were given concerning the Gates-MacGinitie Reading Tests:

Kindergarten scores could not be interpreted in terms of national norms. Twenty-three percent of the 40 children tested scored below the 50th percentile.

Gates-MacGinitie Reading Tests

Grade 1			Grade 2			Grade 3		
Class			Class			Class		
A	1.99	1.69	A	2.98	2.31	A	3.41	3.43
B	2.00	1.60	B	1.99	1.48	B	3.40	2.39

The actual raw data is included in the sponsor's report.

Conclusions of Sponsor

School District Cooperation: Interdistrict cooperation and participation of the three districts are possible in their type of project.

Attitude Toward Program: Students successfully participated in the program in terms of their attendence, reduction in disruption behavior, and teacher perception of student attitude. Students did not successfully participate in FT in terms of measurement of effort and work.

Caucasian and Spanish American did reach criterion level of 80% but Indian dropped far below, making the overall average below 80%.

Parent Involvement: Parental involvement and attitude toward FT were deemed to be successful.

Staff Participation in Program: Teachers successfully particpated in the project in terms of their self-improvement. Paraprofessionals participated successfully in the classroom as viewed and discussed by the teachers, but did not participate at a satisfactory level in pre and inservice workshops.

School District Coordination of Medical, Dental, and Social Services:

a. Successful health, medical, dental, and social services were achieved

b. Food, guidance, and psychological services were not successfully provided

Reading:

a. Children showed strength in the area of word recognition when time for analysis was given; their weakness was primarily due to a lack of facility or slow speed

b. The kindergarten children will need extended reading readiness experience in first grade

c. The results of the Gates-Mac Ginitie Reading Test indicate a weakness in the area of reading comprehension for grades 1, 2, and 3.

Reviewer's Comments

Many of the conclusions of the sponsor were determined by whether or not the item studied reached a certain criterion level. At times the selection of this level seems somewhat arbitrary. Therefore the conclusions reached must be carefully studied in respect to the criterion level desired.

Behavior Analysis Program, University of Kansas, Don Bushwell, Jr.

Nature of the Model

The basic position of this model is for teachers to use a token system of positive reinforcement. Individualized, structured, programmed materials are used to teach skills in the areas of language, reading, writing, and mathematics. Parents are used in the program to aid teachers as behavior modifier and tutors.

Process Measures

No process measures were done, but a video tape system is used by the teacher to examine their own techniques. This appears to be a successful system.

Product Measures

Reading: Reading was measured by the WRAT. One study consisted of sixteen children from the Behavior Analysis Program of a cooperative preschool in Kansas City, and a carefully selected matched group from another Head Start program in Kansas City. Groups were matched on pre-test scores, age, family size, and family income. This study is labeled by the reviewer as the Kansas City study. On the WRAT at the end of the year the Behavior Analysis (BA) children exceeded the control by four months in reading. The BA group scored about three months above grade level.

In another study, labeled The Poor Pre-K Study by the reviewers, WRAT scores are used to compare entering students in BA kindergartens in a very poor rural community. Forty-five children came from a BA Head Start program, twenty-five with no pre-kindergarten experience with above poverty income, and sixteen with no pre-kindergarten experience with below poverty family income. The BA Head Start children scored about two months grade level above the no pre-kindergarten above poverty family income children, and they scored about 1 grade level above the no pre-kindergarten below poverty family income children. Both the BA group and the above income group scored above grade level while the below income group was well below grade level.

In a third study, labeled by the reviewers as the Pre-K Indian Study, thirty-one BA pre-K Indians were compared with no pre-K Indians upon entering a BA kindergarten using the WRAT. Neither populations was classified as poor. On the reading the pre-K Indian scored about 5 months higher than the no pre-K children. The BA group scored about three months above grade level.

In a fourth study, the Metropolitan Reading Readiness Test was used in two communities (one rural and one urban) to compare children over 2 years with the latter being a FT kindergarten. In the first year a non-FT program existed and in the second year it became a FT program. The results showed that about 50% more students scored above norms at the end of the FT program then at the end of the non-FT program. No N's were given in this study.

In a fifth study, labeled by the reviewer as the Inner City Study, a pair of inner city classrooms were examined over two years. One was a FT and the other was a non-FT program. In this study there were 39 FT and 32 non-FT during kindergarten; 31 FT and 17 non-FT remained at the end of first grade. Testing was done during the Spring of the year. Using the WRAT the FT students were about three months above norms in kindergarten and maintained this at the end of first grade. The non-FT students were about six months below norms during kindergarten and slightly worse at the end of first grade.

Spelling: Spelling was measured in the Kansas City study using the WRAT. The results indicated that the BA co-op pre-K students performed at about one year, four months better than the matched Head Start children and at about five months above grade level.

In the Poor Pre-K Study the BA pre-K students performed at about 4 months ahead of the above poverty income no pre-K group and about one year, one month ahead of the below poverty income no pre-K group in the WRAT spelling subtest. Further, the BA pre-K group performed at about five months above grade level while the above income no pre-K group scored at grade level and the below poverty income group scored well below grade level.

In the Pre-K Indian Study the BA pre-K group performed at about one year better than the no pre-K Indian group on the WRAT spelling subtest. The BA pre-K group scored about seven months above grade level.

In the Inner City Study the Follow Through group performed at about 1 month above grade level during kindergarten and two months above grade level in first grade using the WRAT spelling subtest. The non-FT group performed at about one half of a year below grade level in kindergarten and three-fourths of a year below grade level at the end of first grade.

Arithmetic: In the Kansas City study the WRAT subtest for arithmetic was used. The results indicated that the BA co-op pre-K students performed at about ½ year better than the matched head Start group. Both groups performed above grade levels.

In the Poor Pre-K study the BA pre-K students performed about ¾ of . a year ahead of the above poverty income no pre-K group and about one year above the below poverty income pre-K group. Further the BA group performed about eight months above grade level while the other two were below grade level.

In the pre-K Indian study both the BA pre-K group and the pre-K group scored above grade level with the BA group scoring about seven months higher than the no pre-K group in the WRAT arithmetic subtest.

In the Inner City study the Follow Through group scored about two and seven months above grade level in kindergarten and first grade respectively using the WRAT arithmetic subtest. The non-FT group scored at about six and eight months below grade level in kindergarten and first grade, respectively.

Conclusion of Sponsor

1. "Behavior Analysis children are moving further above the test norms (WRAT) in every subtest each year, and the children in regular classes are falling slightly farther behind the norms each year.

2. The Behavior Analysis program is benefiting the poor children and the reported data is sufficient to warrant maintaining the program.

Reviewer's Comments

A more detailed analysis could be obtained from raw data presented by the sponsor for each classroom in the program. Ranges, and mean value for each classroom are given in the WRAT, when it was measured in the Spring. In addition mean values for a classroom are also given in graphic form for the fall and spring. Progress reports by page progressed in reading and math are given weekly for the entire year. In the evaluation data discussed by the sponsor it should be remembered that there was only an N of one per cell in the various evaluations. Statistically this leaves a lot to be desired. However the sponsors did not intend to use the data in an inferential fashion . If this is to be desired it could be computed on a pre-post basis when the units are classrooms, and the dependent variable is the WRAT. The method for reporting data could be improved by the sponsor. As an example rather than photocopying the cover of the Metropolitan Test the data could be transferred to a table. Also some process data could be extracted from the video.

The Cognitively Oriented Curriculum Model, High Scope Educational Research Foundation, David P. Weikart

Nature of the Model

The basic position of this model is based upon the theoretical position of Piaget. The model emphasizes the child's understanding of five cognitive areas: classification, numbers, causality, time, and space through experimentation, exploration, and constant verbalization. The teachers used detailed lesson plans and an opportunity exists for parents to become directly involved by the use of a home teaching program.

Demographic Information

Demographic data was collected but no report of it is given.

Process Measures

Student Activites in the Classroom: To measure this a Pupil Observation Checklist was used. The first year a group enters they are measured in the Fall and Spring. On subsequent years it is used only in the Spring. No data was presented for the 1970-71 year but some previous data from 1968-69 and 1969-70 were briefly discussed.

Product Measures

Intelligence: Intelligence was measured by the Stanford-Binet Intelligence Test. The first year a group enters the program they are tested in the Fall and the Spring. On subsequent years they are tested only in the Spring. The sponsor implies that only a sample will be used. No data was given on the 1970-71 year, but some was discussed for the 1968-69 and 1969-70 years.

Reviewer's Comments

There is very little one can say about nothing. However, the reviewer feels that if longitudinal information is to be obtained using the SB, then sampling procedures might yield a very small N due to drop outs over a three year period. Further the reviewer questions the use of so little product measurement. Particularly, no data appears to be considered to evaluate the Piagetian position. Might two-dimensional and three-dimensional logical problems be developed on examination of reversal shifts, associativity, conservative, etc. For an operation as large as High Scope the reviewer would expect a more detailed and well formulated report with data collections up to date.

Individually Prescribed Instruction and the Primary Education Project, Learning Research and Development Center, Lauren Resnick and Warren Shepler

Nature of the Model

The basic position of this model is that they provide individualized, instructional programs for each child so that he learns the appropriate academic skills and concepts to master his language, motor skills, classifications, and reasoning. Diagnostic tests are used by the staff to determine a child's weak points so that the teacher may prescribe appropriate materials to improve this. A positive reinforcement system is used to increase learning.

Process Measures

No particular overall process measures were taken and reported for 1970-71. However, experimental testing was done to help discover a measure termed "degree of implementation." They believe there are seven variables which are critical to this process measure. They are: "Testing procedures; prescription practices; traveling skills of the teacher (how the teacher moves about the classroom, reinforcing appropriate student behavior); instructional materials actually used; allocation of time; space and utilization; teachers' knowledge of the curriculum and the children in her charge." Each of these variables are then to be broken down into measureable components. This data is then to be compiled as treatment data. By combining input and output data to yield correlations (conenical/or multiple or multiple partial) we obtain evidence on how the treatments used explain variance in output not related to input. When differences in the cononical correlations or multiple are noted then an inspection of the differences in treatments might help account for the differences in correlations. This is a rather sophisticated approach which might be considered for larger scale use.

Product Measures

Arithmetic: The WRAT subtest on arithmetic was used to evaluate this measure in kindergarten and in first grade. In the basic overall design a non-FT comparison group was tested in 1970 which was two grades higher than the FT. When the FT reaches this grade level of the comparison group, the two groups will be analyzed. The data from the FT group in kindergarten and first grade follow:

Pupil Achievement Data,70-71 on WRAT Arithmetic

Grade	Section	Curriculum Area	Mean Raw Score
K	A	Quantification	16.88
	B	Quantification	19.96
K	A	Classification	16.88
	B	Classification	19.96
1	A	Quantification	19.65
	B	Quantification	25.42
	D	Quantification	20.26
1	A	Classification	19.65
	B	Classification	25.42
	D	Classification	20.26

Reading: The WRAT Subtest on reading was used to evaluate this measure in kindergarten and in first grade. In the basic overall design a non-FT comparison group was tested in 1970 which was two grades higher than the FT. When the FT reaches the grade level of the comparison group, the two groups will be analyzed and compared. The data from the FT group in kindergarten and first grade follow:

Pupil Achievement Data, 1970-71 on WRAT Reading

Grade	Section	WRAT
K	A	21.49
K	B	24.03
1	A	28.05
1	B	45.43
1	D	33.84

Mastery of Curriculum: To measure this a pre-test was given to all kindergarten and first grade students measuring the percent of the curriculum units known before starting the year. In addition a post-test was given in the Spring of the year to determine the percent of units of the curriculum material mastered during the year. By adding these two values together and subtracting from 100 percent, one obtains the units of curriculum yet to be completed. This data is presented on the next page by curriculum area.

Pupil Progress Data 70-71

Curriculum	Grade	Section	Pre-Test	Post-Test	Units to be Completed	N
Quantification	K	A	26%	24%	50	107
	K	B	30%	37%	33	69
	1	A	45%	7%	38	149
	1	B	87%	8%	5	97
	1	D	67%	16%	17	104
Classification	K	A	48%	30%	22	115
	K	B	58%	38%	4	69
	1	A	60%	35%	5	143
	1	B	92%	2%	6	96
	1	D	83%	8%	9	107
General Motor	K	A	69%	13%	18	106
	K	B	68%	32%	0	69
	1	A	65%	11%	24	144
	1	B	95%	2%	2	95
	1	D	88%	3%	9	104
Visual Motor	K	A	22%	14%	64	85
	K	B	37%	15%	48	71
	1	A	23%	5%	72	129
	1	B	86%	1%	13	96
	1	D	77%	15%	8	104
Auditory Motor	K	A	51%	2%	47	60
	K	B	38%	32%	30	67
	1	A	62%	3%	35	129
	1	B	84%	1%	15	97
	1	D	68%	13%	19	74
Integrative Motor	K	A	28%	3%	69	94
	K	B	24%	25%	51	69
	1	A	50%	9%	41	127
	1	B	70%	1%	28	97
	1	D	69%	9%	22	90

This data clearly suggests the need for individualized instruction.

Conclusion of Sponsor

FT Children have a need to be taught by an individualized approach.

Reviewer's Comments

It is difficult to comment on the process measures which are not fully developed as yet. The reviewer believes that comment on this must be delayed until the design is further developed. In most cases this would seem like a weak position for the sponsor but in his defense the type of analysis they are developing is sophisticated and time consuming. As mentioned earlier their procedure is well worth examining for more large scale use in FT. Because of this the reviewer is including some additional comment on how their data might be used.

Any distribution could be described in terms of 1) mean, 2) standard deviation, 3) skewness, and 4) kurtosis. The scores from 1500 students in 57 classrooms for the quantification pre-test in the fall (input) and the Spring WRAT (output) can be converted into eight measures. (The four descriptions of a distribution for each variable; input and output). A canonical correlation analysis can then be seen in this data. The results of this follows with the unit being the classroom.

Canonical Correlations Between Fall and Spring Measures

Classroom Statistic	Mean	S.D.	Canonical Structure	Canonical Coefficients
Fall Quarter		(input)		
Mean	7.12	8.12	.82	.92
S.D.	5.90	5.84	.53	-.29
Skewness	1.11	1.11	-.66	-.85
Kurtosis	1.84	3.75	-.25	.66
	Variance extracted=.37		Redundancy=.20	
Spring WRAT		(output)		
Mean	19.92	3.20	.99	.93
S.D.	3.17	1.01	-.57	-.12
Skewness	-.49	.61	-.11	-.22
Kurtosis	.59	1.48	.09	-.16
	Variance extracted=.35		Redundancy=.18	

Canonical correlation=.73
p L .001

By looking at the canonical structure it is seen that a factor exists in the input containing the positive mean and standard deviation (+.82 and +.53) and negative skewness and kurtosis (-.16 and -.25). This factor correlates .73 with the Spring factor primarily of the mean (.99) only. Thus the mean and the shape of the fall distribution seem to affect the mean of the Spring distribution, but the shape of the Spring seems to be unrelated to the Fall imput measures. The coefficient of redundancy shows us that 82% of the total output variance is not explained by the first input factor. Thus there is a great amount of output variance which is accounted for by something other than input variance.

By then taking the four input measures and running a multiple correlation between them and the WRAT means, and then by computing the residuals for the Spring means, variations in class output means not explained by the four input measures results. Two sets of classrooms became evident there with positive residuals and those with negative residuals. By then examining the differences between these two groups one might discover some of those other factors accounting for output variance. One such difference discovered in the current study was one group prematurely stopped placement testing. Additional analysis is being developed for the process end of their strategy. As stated previously this is a rather sophisticated procedure which has great possibilities.

The reviewer felt, however, that the sponsor might be wise to include some other forms of product evaluation. They seem to have too much involved for using just the WRAT to measure achievement in math and reading by a standardized test.

Bank Street, Mrs. Elizabeth Gilkeson

Nature of the Model

The goal of the Bank Street program is the "creation of a learning environment which challenges and supports productive independence in children, provides basic knowledge, develops various skills and compentencies, particularly the ability to think, to reason, to conceptualize. An important aspect of the BS program is for the children to develop positive images of themselves.

Process Measures

Staff Development Process: Report not yet submitted. Will be included in supplementary grant. It is a recording of the principal activities of each Field Representative in the communities.

Adult Child Communication (ACC): Fifty-five classrooms were observed during the Spring semester. The classroom selected for observation was any felt to have an effective enactment of the Bank Street Program. The year before some non-FT programs were used as comparison groups. Twenty minutes of the day were recorded. Four types of lessons were checked: 1) context, 2) discussion, 3) creative activity, 4) instructional activities. In addition, five BS school classrooms were also observed.

Comparison of Aggregate Scores for FT and BSSC

Follow Through (55 classes)
Person Addressed

	Self	Child	Children	Teacher	Assistant
A Child	6.1%	50.4%	9.2%	21.9%	12.4%
Children	3.2	54.6	10.8	22.2	9.1
Teacher	1.0	63.8	33.7	0.1	1.4
Assistant	0.9	78.3	16.3	3.1	0.7

Bank Street (5 classes)

	Self	Child	Children	Teacher	Assistant
A Child	6.2%	70.5%	9.1%	7.4%	6.8
Children	3.7	57.7	17.1	11.2	10.2
Teacher	0.2	70.3	26.1	0.1	3.3
Assistant	0.5	90.1	8.2	0.9	0.3

In both programs the children speak more to each other than to the adult, and the assistants speak more to individual children than do the teachers.

Total Children's Communication for FT and BSSC

	FT	BSSC
Self-initiated talk	63.8%	64.7%
Outer-stimulated talk	21.9	15.1
Supporting	1.4	5.1
Taking responsibility	8.2	10.1
Presenting	1.2	2.3
Correcting	2.2	2.0
Lauding	0.1	0.3
Hurting	1.1	0.5

Total Adult Communication for FT and BSSC

	FT	BSSC
Expressing	20.6%	22.2%
Presenting	3.1	6.5
Asking	30.7	22.2
Replying	6.5	7.1
Supporting	14.5	18.9
Managing	19.0	18.2
Correcting	2.9	1.4
Lauding	2.6	3.5
Hurting	0.1	0.1

Additional data is presented on pages 10-12 of Analysis of Communication in Education Report Section of Final Report, concerning 14 criterion referenced measures about adult and child communication. The data tends to be supportive of the Bank Street program. Further, both the FT and BSSC obtained similar results. A comparison was also made concerning FT (1971) and non-FT (1970). Data, as discussed directly above, is also given on pages 16-68. The FT program discussed under this section is a Bank Street program but it is distinguished from those taught at a Bank Street school. Major differences exist between these two programs such as follows:

Comparison of FT and non-FT Communication

	FT	NFT
Self-initiated child talk	63.8%	22.9%
Expressing by adults	20.6%	9.3%

Additional comparison follows in which the differences in variance between groups is greater than 10%.

Comparison of FT and NFT in Terms of Variance of More Than 10% for the Criterion Referenced Measures

		FT	NFT
Measure 1: High proportion of child talk which is self-initiated as compared with that which is outer-initiated.	+D	49.1	
	-D		-30.8
Measure 2: High proportion of child talk which is directed to another child or children as compared with that which is directed to adults.	+D	34.2	
	-D		69.0
Measure 3: High proportion of child talk which deals with thoughts, ideas, concepts as compared with that which deals with information.	+D		
	-D	-35.5	-54.8
Measure 6: High proportion of adult talk which is directed toward individual children compared with that which is directed to the group.	+D	43.2	13.1
	-D		
Measure 12: High proportion of adult input which is specific to the situation as compared with that which is pre-structured and not responsive to children's reactions.	+D	17.5	1.4
	-D		

Data in a +D direction indicates it is in the direction consistent with a Bank Street program.

Data is also presented which shows a comparison of aggregate scores for each grade level within FT on pages 20 and 21. Interview data of qualitative nature is presented on pages 30-31 of the report. Complete data on the ACE data are presented in Appendix E-K.

In addition the ACE was administered in Macon County to six classrooms (two at each grade level) and in P.S. 243 New York to six classrooms. The reliability of the ACE was determined in 1970 by two observers observing 20 classrooms. A 95% correlation existed between them. The results of this segment are not presented in the Final Report or the supplementary report on Macon County.

Home-School Relationship: This is a parent interview which deals with parents' attitudes toward the program, parents' awareness of different aspects of the program, and parent participation in the program. The results of this are to be included under a supplementary grant.

Product Measures

Piagetian Tasks: No description of this was given nor any report of results. The data are presently being analyzed.

Differentiated Child Behavior (DCB): The DCB form is designed to provide quantitative and qualitative data regarding children's verbal and non-verbal behavior in classrooms. Additional components of the DCB instruments measure a time sampling of the behavior of each child in the total group at specified intervals and a listing of the activities and groupings observed at that time.

Further, three scales give subjective impressions of the child with the group, the individual child, and the classroom teams.

Fourteen observers looked at two BS school classes, two NYC classes (no BS non-FT) and 40 FT (BS) classes from ten different communities. A high reliability existed with three of the observers being checked. Results from the Preliminary Progress Report on Differentiated Child Behavior follows. Total scores represent the sum of behavioral entries in the six categories.

Comparison of Mean Total and Weighted Scores in Bank Street Follow Through, Comparison, and Bank Street School for Children's Classes

	Total Scores	Weighted Scores
FT	344.7	589.2
Comp.	215.7	296.7
BSSC	428.7	782.1

The results show substantial differences among the three groups with the FT and BSSC scores significantly higher than NYC public schools. The weighted scores reflect a priori judgement as to the relative desirability, complexity, and frequency of occurrence of behavior, within each category or sub-category. Weighting increased the differences between NYC public schools and the BSSC and FT programs.

This data is further subdivided into mean category scores.

Mean Category Scores- FT, Comparison (NYC), and BSSC

Category	FT	NYC	BSSC
Gives Information	122.8	52.4	148.4
Asks Questions	24.1	5.1	30.1
Expresses	109.3	66.1	109.4
Behaves Aggressively	10.9	10.0	1.9
Shows Autonomy	20.1	7.0	43.5
Communicates via Sym. Play Rep.	38.5	28.7	55.7

FT is significantly different from NYC on categories 1, 2, 3, and 5. The BS approach (FT plus BSSC) resulted in a greater proportion of cognitive than of affective behaviors with the public school showing a far greater proportion of affective than cognitive. Additional discussion on each category is presented in their report.

WPPSI: No description of this was given nor any report of results. The data are presently being analyzed.

Leiter International Scale: The data are presently being analyzed.

Reading: Metropolitan Reading Test was to be administered to all students. The results are not yet in.

In Macon County it was administered to first grade children at the beginning of the year. The results of this test are presented below:

Performance of Metropolitan Readiness Test for all First
Grade FT Groups in October, 1970

(N=354)

Test	Average	Range of Middle 2/3	Average From Norms
Word Meaning	6.3	3.8-8.8	9
Listening	9.1	6.9-11.3	9
Matching	7.0	3.9-10.1	8
Alphabet	11.3	7.5-15.1	10
Numbers	9.7	5.3-14.4	12
Copying	6.6	3.5-9.7	7
Total MRT	49.2	34.3-64.1	55

These results "indicate that the children generally meet the norms established as the average performance of all first grade children in the county." In addition an item analysis was done for each subtest. Extensive results of their can be found in a supplementary report titled Program Analysis Report- Macon County on pages 8-23.

In P.S. 243 New York, the Metropolitan Primary I Battery was administered to first grade and the Primary II to second grade at the end of the school year. In Macon the Primary I was administered in May to first grade and in January to second grade. The Primary II was administered to third grade in Macon in January.

The results for the Metropolitan Primary I Battery in Macon County are as follows:

Achievement Levels of First and Second Grade Follow Through Children in the Metropolitan Primary Battery I

First Grade (248) Norm Equivalent=1.9

Subtest	Grade Equivalent	Percentage
Word Knowledge	-1.0	1.06
	1.0-1.4	21.58
	1.5-1.9	67.27
	2.0-2.4	8.41
	2.5-2.9	3.69
	3.0+	0.00
Word Discrimination	-1.0	0.00
	1.0-1.4	28.42
	1.5-1.9	45.42
	2.0-2.4	13.15
	2.5-2.9	11.05
	3.0+	2.11
Reading Subtest	-1.0-1.0	0.00
	1.0-1.4	11.06
	1.5-1.9	70.01
	2.0-2.4	12.64
	2.5-2.9	5.80
	3.0+	.53
Arithmetic Concepts & Skills	-1.0-1.0	7.91
	1.0-1.4	15.80
	1.5-1.9	37.88
	2.0-2.4	31.05
	2.5-2.9	6.84
	3.0+	.53
Second Grade (391)		Norm Equivalent=2.4
Word Knowledge	-1.0	.30
	1.0-1.4	13.70
	1.5-1.9	54.47
	2.0-2.9	31.54
	3.0+	0.00
Word Discrimination	-1.0	.60
	1.0-1.4	19.67
	1.5-1.9	35.71
	2.0-2.9	37.20
	3.0+	6.85
Reading	-1.0	0.00
	1.0-1.4	5.67
	1.5-1.9	51.79
	2.0-2.9	31.54
	3.0+	11.01

	Grade Equivalent	Percentage
Arithmetic Concepts & Skills	-1.0	2.70
	1.0-1.4	7.47
	1.5-1.9	32.73
	2.0-2.9	51.49
	3.0+	5.65

An item analysis was run on each of the subtests. The results can be found in the supplementary report Program–Analysis Report Macon County.

The results for the Metropolitan Primary II Battery follows:

Achievement Levels of Third Grade Follow Through Children on the Metropolitan Primary Battery II

Subtest	Grade Equivalent	Percentage
Word Knowledge	-1.9	24.36
	2.0-2.9	47.32
	3.0-3.9	20.72
	4.0+	7.56
Word Discrimination	-1.9	18.40
	2.0-2.9	46.20
	3.0-3.9	13.44
	4.0+	21.84
Reading	-1.9	16.52
	2.0-2.9	58.80
	3.0-3.9	19.04
	4.0+	5.60
Spelling	-1.9	15.68
	2.0-2.9	43.40
	3.0-3.9	15.68
	4.0+	24.92

An item analysis was done for each subtest. The results are presented in Program Analysis Report Macon County pp. 37-41.

In Macon County the Bank Street Follow Through Reading Comprehensive Test and the Diagnostic Test of Basic Reading and Decoding Skills were administered to samples of third grade FT children at the end of the school year and to a similar population from PS 243 New York.

The results from (304) third graders in Tushegee (a part of the Macon population) are as follows. This test is diagnostic in nature and it gives an assessment of his knowledge of letter sounds.

Per Cent of Students Knowing a Particular Letter Sound

Letters	Correct	Range	Possibly
Consonants	52%	(20-27)	27
	32%	(10-19)	27
	6%	(1-10)	27
Vowels (short)			
a	42%	(3 or 4)	4
e	11%	(3 or 4)	4
i	24%	(3 or 4)	4
o	18%	(3 or 4)	4
u	48%	(3 or 4)	4
Vowels (long)			
a	35%	(1 or 2)	2
e	33%	(1 or 2)	2
i	44%	(1 or 2)	2
o	30%	(1 or 2)	2
u	21%	(1 or 2)	2

The sponsor indicates that the low scores for short vowels "e" and "o" may be due to the prevailing usage of a non-standard form of English. The reviewer questions why the % correct under consonants doesn't add up to 100% since it is an all inclusive report of the data.

In addition correlations were run between the vowels and consonants and the subtests of the Metropolitan Achievement Test.

(see next page)

Correlations of MAT with Bryant Scores

Letters	Word Knowledge	Word Analysis	Reading	Spelling
Short Vowels				
a	.52	.61	.44	.58
e	.34	.34	.32	.30
i	.57	.60	.63	.58
o	.57	.56	.52	.52
u	.55	.68	.60	.65
Long Vowels				
a	.53	.52	.48	.49
e	.48	.44	.48	.40
i	.47	.49	.47	.50
o	.48	.54	.51	.48
u	.47	.47	.48	.42
Consonants	.54	.61	.47	.64

The low correlations between short "e" in comparison to other correlations possibly also indicates a unique factor in learning of this sound. All correlations are significant at the .05 level, but they are low enough to suggest that other factors help to determine a child's reading capacity.

In P.S. 243 New York the New York State Readiness Test was administered to kindergarten children at the end of the year. This data was not yet reported. In Macon the Bank Street Follow Through Story Telling Task was administered at the end of the year to a sample of third grade FT children in a neighboring county. The analysis procedure is now being developed. The results will be distributed in a later report.

Conclusions of Sponsor

1. "The Bank Street approach when applied to an approximately similar child population, creates more thinking and conceptualizing than the traditional classroom.
2. In the FT classrooms there is an "active participation of children in their own learning and also in the socialization process."

3. Cooperative group functioning is present in FT classrooms.

4. The FT and Bank Street classrooms are close to each other in respect to learning and socialization. A difference in this statement does exist in respect to high level cognition in which the Bank Street has more.

5. It is "the approach not the socio-economic background that appears to be the chief determinant" in levels of cognition.

6. "Adults in the FT classroom were seen as enablers of individual autonomy and development in children."

7. "FT had a higher incidence of interaction with individual children and flexible input than non-FT, but the two programs differed very slightly with respect to eliciting, responding, and extending."

8. "The congruence of qualitative data and quantitative data reinforces the validity of the instrument and provides multiple evidence of movement toward the BS approach."

9. The item analysis of the results in Macon County for the Metropolitan Readiness Test indicated that "the test format appears to present some difficulties to the children", that "many children would seem to need some practice in analyzing the relationships of parts to construction of the whole in terms of geometric figures", and to "recognize the part that many children need some experiences which include practice in this skill" (relationship of parts to the whole).

10. The Metropolitan Readiness Test results in Macon County indicate that the population there compares favorably with the national sample.

11. The item analysis of the Metropolitan Primary I and II indicated that "the children did not understand the type of task they were required to perform independently of their abilities to read or listen to instructions. Further the results are most useful as a diagnostic test.

12. "Effects to improve reading capacity must include, along with increased and specific instructions in word attached skills, work on comprehension, motivation, experience, writing, or encoding skills, vocabulary and expressive abilities, and sight word vocabulary."

Reviewer's Comments

The Macon county and P.S. 243 study was designed to give information concerning the Bank Street Program. The reviewer sees as a limiting factor in this study the fact that the Metropolitan was administered at the beginning of the year in Macon County and at the end of the year in P.S. 243. Further in P.S. 243 a second grade population was used in addition to the first grade. It also seems unusual in the Macon County study that the method of analysis of the Story Telling Task is being developed after the test was administered.

The sample selection procedure needs to be more clearly stated. It seems very biased (a sample which best exemplifies the BS approach).

At times the Final Report is very difficult to follow. A more condensed and logical arrangement of the data would make it easier to comprehend.

The BS program has attempted to collect a large amount of data. With such an extensive collection system it would seem logical to put greater efforts into design. However, a great amount of data is available and multiple comparison could be done if desired.

The reviewer questions the fact that with all this data collection no measure seems to be developed for a measure of a child's image of himself. Since this is one of their objectives, one would think it would receive greater attention.

Part II: Listing of the Process and Product Variables Measured by Each Sponsor

Evaluative process and product measures reported by each sponsor are summarized in this section. Under each sponsor, the measures are coded as follows:

Process Measures

- A. Parent involvement, attitudes, etc.
- B. Teacher attitudes, etc.
- C. Paraprofessional involvement, attitudes, etc.
- D. Adequacy of preservice and or inservice training by sponsor
- E. Classroom activities, procedures, arrangements, etc., with view toward degree to which they are congruent with model specifications.
- F. Measures related to auxiliary services
- G. Other

Product Measures

- H. Achievement of unit instructional objectives
- I. Academic achievement as measured by standarized achievement tests

  - I1. Post test: F. T. only
  - I2. Post test: F. T. and comparison
  - I3. Pre-post: F. T. only
  - I4. Pre-post: F. T. and comparison

- J. Academic aptitude (intelligence) as measured by standardized tests

  - J1. Post test: F. T. only
  - J2. Post test: F. T. and comparison
  - J3. Pre-post: F. T. only
  - J4. Pre-post: F. T. and comparison

- K. Self-concept

  - K1. Post test: F. T. only
  - K2. Post test: F. T. and comparison
  - K3. Pre-post: F. T. only
  - K4. Pre-post: F. T. and comparison

- L. Other

Interdependent Learning Model, Institute for Developmental Studies, New York University

Process Measures

(B) Teacher Attitudes Toward ILM Follow Through

Teachers' attitudes generally favorable.

Product Measures

(H) Decoding skills (phonics) (K, 1, 2, 3).

FT children substantially superior to non-FT generally.

(I4) Metropolitan Achievement Test (2, 3)

FT made larger gains than comparison but were still substantially below grade level

(I2) Metropolitan Readiness Test (1)

FT substantially higher than NFT

Home-School Partnership: A Motivational Approach, Southern University and A. & M. College

Process Measures

(C) Attitudes of Home Teachers and Parent Interviewers

Attitudes were generally favorable toward program

(E) Classroom Observation

Nothing much substantial is reported

Product Measures

None

The Mathemagenic Activities Program, University of Georgia

Process Measures

(E) Project Implementation in Each Community

Adequacy of implementation varies greatly from community to community.

Product Measures

(I4) Metropolitan Readiness Test (K and Pre 1) and Stanford or California Achievement Tests (Post 1, 2, 3)

No data available from sponsor

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California Process Model, California State Department of Education

Process Measures

(A) Parent Ideas About the Follow Through Program

Parent attitudes generally favorable.

(A) Parent Advisory Committee Attitudes

Generally felt that working on PAC was beneficial to members and FT.

(B) Questionnaire for Teachers to get impression of auxiliary services, parent involvement, aspects of instructional program, etc.

(B) Questionnaire in which teachers compared actual practices with ideal practices and gave reasons for discrepancies. Insufficient time is primary reason for discrepancy.

(C) Duties Performed by Aides

Product Measures

(I2) Metropolitan Readiness (end of K)

FT means significantly higher than comparison.

(I2) Cooperative Primary Reading Test (1)

FT means higher in all for comparison sites, significant difference in two.

Southwest Educational Development Laboratory Model

Process Measures

(B) User Satisfaction

Teachers on the average expressed about a "4" satisfaction on a 7-point scale on various aspects of the program.

Product Measures

(H) Language Unit tests (K, 1, 2.)

(I3) Auditory Comprehension of English and Spanish (K, 1)

Data reported as comparison among sites

(J1) Short Test of Educational Ability

Given to some children in some sites

(K3) Thomas Self Concept Test (1) (two sites)

Pre and Post means were almost identical

The Responsive Environments Corporation Model

Process Measures

None

Product Measures

None

Education Development Center Open Education Follow Project

Process Measures

None

Product Measures

None

Hampton Institute Nongraded Follow Through Model

Process Measures

None

Product Measures

None

- -

The Florida Parent Educator Model

Process Measures

(G) Home Environment (9 aspects of home environment assessed Pre and Post in 2462 homes)

Nearly half showed no change. Those that changed were nearly evenly divided between increase and decrease (based on addition data received 12/31/71).

(B) Teacher Morale measured on Purdue Teacher Opinionaire (10 aspects of teacher morale measured on 145 teachers)

Number of decreases exceeded number of increases in each of the 10 areas. Sponsor says that decreases were less than in controls where they had control data (based on data received 12/31/71).

(A) Mother's Competence to teacher her own child was measured on "Mother as Teacher" task.

(C) Self Esteem of Parent Educators measured on "How I See Myself Scale" (Pre and Post on 227 parent educators).

Number of decreases exceeded number who gained on 3 of the 4 factors (based on data received 12/31/71).

(C) Sense of Potency of Parent Educations (Pre and Post on 221 parent educators on "Social Reaction Inventory").

102 gains, 92 decreases, 27 unchanged on "Internal control"

(A) Self Esteem of FT Parents was measured Pre and Post on 652 parents in "How I See Myself Scale."

Number of gains, decreases, and no changes were about equal (based on data received 12/31/71).

(A) Sense of Potency of FT Parents was measured Pre and Post on "Social Reaction Inventory" (N=706)

277 increases, 308 decreases, 121 unchanged.

(A) Parents' Reaction to "Tasks" was evaluated on bases of 85,256 Parent Educator Weekly Reports.

Parents generally felt tasks to be valuable for children

(A) Home School Relation was evaluated on basis of PEWR data.

(F) Use of Comprehensive services was evaluated on basis of PEWR data

(E) Degree of Individualization of Instauction was evaluated on basis of PEWR data.

Sponsor concluded that data showed instruction was individualized.

Product Measures

(K3) Self-Concept of Children was measured with "I Feel - Me Feel" test Pre and Post (N=1727)

Number of increases in each of 5 sub areas exceeded number of decreases by an average of about 100 (based on data received 12/31/71).

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The Behavior Oriented Prescription Teaching Approach, State College of Arkansas.

Process Measures

(A) Parent Response to lessons they taught to children at home

Parent Response was highly favorable.

(A) Parent Cooperation was rated by Home Visitors.

Rated generally high

(A) Parent Consistency in teaching lessons was rated by Home Visitors.

Generally rated from 3 - 5 on a 5 point scale.

(C) Quality of Home Visits made by Home Visitors was rated by Sponsor Staff members using "Home Visitor Observation Form."

All eleven items were rated positive in at least 95% of the cases.

(E) Quality of Classroom Instructional Program was evaluated with a BOPTA Teacher Observation Instrument

Product Measures

None by the Sponsor (however a disseration was done independent of the sponsor at one site).

Tucson Early Education Model, Arizona Center for Early Childhood Education.

Process Measures

(D) Adequacy of Summer Training Institutes for Program Assistants was measured at three Summer Institutes.

Reaction to Institutes was generally favorable.

(F) Scope of Psychological Services

(F) Community Acceptance of Psychological Services

(F) Program Effectiveness of Psychological Services

(F) Efficiency of Psychological Services

Product Measures (All measures reported by sponsor were gathered by local communities)

(I1) Standardized Achievement Post Test FT only data is reported for four communities (K, 1, 2, 3 - not all grades in all communities)

(J1) Standarized I. Q. Post Test FT only data is reported for two communities (K, 1, 2, 3 - not all grades in both communities)

(I3) Standarized Achievement Pre-Post FT data is reported in two communities (1, 2, 3)

(J4) Primary Test of Mental Abilities was given Pre and Post to FT and Comparison in two communities (1, 2, 3).

Findings mixed, but generally more gains in NFT.

(I2) Standardized Achievement Data Post test FT and Comparison are reported in one community (K, 1)

NFT is higher in both grades.

(I) Metropolitan Achievement Test data is reported in one community that had conducted a 3 year experiment with random assignment to FT and NFT.

NFT group was higher in all aspects of reading (only data reported).

Responsive Follow Through Program, Far West Laboratory for Educational Research and Development.

Process Measures

(B) Attitudes of Teachers toward FT was gathered with a Teacher/Teacher Assistant Survey (290 returns - 90%)

Generally positive attitudes

(C) Attitudes of Teacher Assistants was gathered with a Teacher/Teacher Assistant Survey (342 returns - 84%)

Generally positive attitudes

(E) Systematic Observation of Teachers

No data given

(E) Learning Booth Attendant Performance (N=60)

82% of those observed were rated good to excellent

(D) Quality of Laboratory-conducted workshops

Product Measures

(H) Learning Booth Performance was gathered to find the % of children in K and 1 performing at various Learning Booth levels.

(J) Wechsler (WPPSI) data is being gathered in longitudinal study.

Little data was given.

Englemann-Becker Model, University of Oregon

Process Measures

(E) Video tapes used to help teachers evaluate themselves.

Subjective statements by teachers are favorable. No hard data.

Product Measures

(J2) Slossens I. Q. for poor only. K-site children superior to first site. K site above norm, first site below norm.

(I2) WRAT with a poor X non poor comparison.

K sites higher than first sites. Non-poor superior to poor. On reading poor and non-poor above norm. On arithmetic poor and non-poor below norm.

Northeastern Illinois State College Center for Inner City Studies

Process Measures

(D) Participant perception of workshop speakers done by questionnaire.

Speakers were perceived favorable.

(B) Teacher attitudes concerning site needs (instructional and psychological) were measured by questionnaire.

Results showed no difference between sites concerning these needs.

(D) Comparison of Chicago and Topeka attitudes concerning workshops.

No difference

(D) Comparison of FT and NFT attitudes concerning workshops.

FT significantly more favorable.

(E) Video tapes of classroom language episodes.

No data presented.

Product Measures

None

New School Approach, University of North Dakota

Process Measures

(E) School district cooperation was assessed by the desire of administrators and teachers to continue for the next year.

Results were favorable.

(B) Questionnaire and interview

Teachers perceived student attitude toward FT favorable. Disruptive behavior decreased by 50% during last quarter.

(G) Interview.

Student attitude favorable.

(C) Some data is available in the report concerning data from a questionnaire and an interview.

(A) Measured by North Dakota Parent Interview Schedule

Results were favorable attitude toward FT and active participation in FT.

(B) and (C) and (D) Measured by questionnaire and attendance records. Staff tried to implement procedure.

Attendance at pre and inservice training was high.

(L) School district coordination of medical, dental, and social services were identified by a questionnaire given to students and by school records.

Results favorable except 26% of those referred by teachers for guidance and psychological services did not receive service or it was delayed.

(E) Ideal-Classroom Environment Scale, Factors Related to Actual-Ideal Discrepancies.

Results indicated that teachers agreed to ideals of program but couldn't necessarily implement them. Insufficient training is reason given for failure to implement ideal aspects of program.

(A) Parent perception of program in Washington trial done by questionnaire.

Variety of data given in report.

(G) PROSE measure given.

No identification of measure given new data on it.

Product Measures

(H) Teacher evaluation of student progress

Less than 80% of the students attempted to complete basic skills of the program.

(I2) Metropolitan Reading Readiness Test Form A used.

Result: Less than 75% obtained average or above average score.

Gates-MacGinite Reading Test given to all FT.

Weakness in area of Reading Comprehension for grades 1, 2, 3.

(H) Standard Reading Inventory and Classroom Reading Inventory given in Spring to populations at several sites, K-3.

Results indicated that all students could pronounce required words, but they were word by word readers; lacked expression and fluency.

Behavior Analysis Program, University of Kansas

Process Measures

(E) Video tapes used to help teachers evaluate themselves.

Subjective statements by staff are favorable.
No hard data.

Product Measures

(L) Post test comparison of BA Head Start versus regular matched Head Start using WRAT. BA more favorable.

(L) Pre test WRAT entering BA K. G. Comparison of children from BA Head Start, and no pre K. G. experience (above and below poverty income).

BA Head Start above pre K. G. and pre K. G. above poverty income better than below poverty income.

(L) Pre test - WRAT entering BA K. G. comparison of BA Head Start versus no pre K. G. experience for above poverty family income. Indians BA Head Start scored higher.

(I2) Metropolitan Reading Readiness Test used.

FT more favorable.

(I2) WRAT used. FT more favorable.

(I3) WRAT data available. No analysis of it was done.

High-Scope Educational Research Foundation

Process Measures

(E) Pupil observation checklist

No data received for 1970-1971.

Product Measures

(J1) Stanford Binet

No data received for 1970-1971.

Individually Prescribed Instruction and the Primary Education Project, Learning Research and Development Center

Process Measures

No particular overall process measures were taken and reported for 1970-1971. Experimental testing was done to help discover a measure termed degree of implementation.

Product Measures

(H) Pre-post Mastery of Curriculum (k,1)

(I1) WRAT (K,1)

(I2) WRAT data taken on comparison group (3), but results will not be computed until F.T. group also reaches grade 3.

(L) Canonical correlation between quantification pre-test and WRAT post-test with variables being the mean, standard deviation, skewness, and kurtosis of each test distribution.

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Bank Street Model, Bank Street College

Process Measures

(E) Adult child communication. Comparison made of F.T., B.S.S.C., and N.F.T.

(G) Staff Developmental Process. Report not yet submitted.

(G) Home-school Relationship. Report not yet submitted.

Product Measures

(H) Piagetian Tasks. Report not yet submitted.

(H) Bank Street F.T. Reading Comprehension Test and the Diagnostic Test of Basic Reading and Decoding Skills. Comparison F.T. and N.F.T. Partial results are reported.

(H) Bank Street F.T. Story Telling Task. (3) Data not yet reported.

(I1) Metropolitan Reading Test. Partial results are favorable
Metropolitan Primary (1,2) Partial results are presented.

(I) New York State Reading Test given to N.F.T. comparison group. Data not reported.

(L) Differentiated Child Behavior. Comparison of F.T., B.S.S.C., and N.F.T. Results favorable.

(L) W.P.P.S.I. No report given.

(L) LEITER International Scale. No report given.

I. Academic Achievement (stan. test)	3 yr. exp. in Wicita (N.F.T. higher than F.T.)			
I1. Post test F.T. only	Stand. ach. (K,1,2,3)			
I2. Post test F.T.& comparison	Stand. ach. test in one community (K,1) (N.F.T. higher both)	Metropolitan Readiness (K) (F.T. higher) Coop Pri. Reading(1) F.T. higher		
I3. Pre-post F.T. only	Stand. ach. in two communities (K,1,2.3)			
I4. Pre-post F.T.& comparison				
J. Academic Aptitude (Stan. I.Q. Tests) J1. Post test F.T. only	Stand. I.Q. in two communities (K,1,2.3)		Wechsler(WPPSI) Longitudinal study. Little data given	
J2. Post test F.T. & Comparison				
J3. Pre-post F.T. only				
J4. Pre-post F.T. & comparison	PIMA in two communities more gains for NFT			
K. Self Concept K1. Post test F.T. only				
K2. Post test F.T. and comparison				
K3. Pre-post F.T. only				I Feel-Me Fee increase in self concept
K4. Pre-post F.T. and comparison				
L. Other				

	Tuscon Early Education Model	California Process Model	Education Development Center (None)	Responsive F.T. Far West	Florida Parent Educator Model
Process Measures					
A. Parent Involvement, Attitudes, etc.		Parent attitudes about F.T. Favorable PAC attitudes Favorablo			Parent reaction to tasks.Home Sch.Rol Mother's competenc to teach own child Solf esteem of par ents. Sense of pot ency of parents
B. Teacher attitudes toward F.T.		Teacher Quest.		Att. of teachers positive	Teach. morale Some prepost decli
C. Paraprofessional Attitudes toward F.T.		Duties performed by aides		Att. of Asst. Positive	Self. Esteem of Parent educators Sense of potency o parent educators
D. Adequacy of Preservice and or inservice training by sponsor	Adequacy of Summer Institutes			Quality of lab. Conducted Workshops	
E. Classroom Activities, Arrangements, etc. with view toward degree ee of program implementation				Systematic obs. of teachers. Learning booth Attendance Performance	Degree of individualization of instruction
F. Measures Related to Auxilary Services	Scope, effec. accept., and efficiency of psychological services				Use of comprehensive services
G. Other					Home environment
Product Measures					
H. Achievement of Unit Inst. Objectives				Learning booth Performance	

Bank Street Model	BOPTA St. Col. Ark.	Mathamagenic Activities Program	Hampton Inst.(None)	High Scope	U. of Kansas	Resp vir. En- (Non Corp)
	Parent's response to lessons taught at home. Parent cooperation Parent cnsistency					
	Quality of home visits					
Adultd child communication Comp. of F.T., B.S.S.C., and N.F.T.	Quality of Classroom instructional program	Project implementation in each community		Pupil Obs. checklist No data for 70-71 received	Video tapes used to help teachers evaluate themselves Subj. statements favorable. no hard data	
Staff Develop. Process Home-school Rel. Report not yet sub.						
Piagetian tasks.no rep. Bank St. F.T. Reading Comprehensive Test Diagnostic Test of Basic Reading and Decoding Skills (partial results reported) Bank St. Story Telling Task no report						

New York St. Reading Test given to N.F.T. comparison group. no report Metropolitan Reading Test. Met. Primary. (little data)			
			WRAT Metropolitan Reading Readiness (F.T. more favorable)
			WRAT data available No analysis presen.
	Met. Readiness (K,1) Stanford or Calif. Ach.(1,2,3) no data		
		Stanford Binet no data received 1970-1971	
Differentiated Child Beh. Comp. F.T., B.S.S.C., & N.F.T. (fav) W.P.P.S.I. no report Leiter Intern. Scale no report			WRAT post comp. H.S. vs. B.A.[illegible]S. (B.A.H.S.) more fav. WRAT pre entering BAKG comp. BAHS vs. no pre KG (above & below poverty income) also BAKG vs. no pre KG for Indians. Head Start more fav.

				WRAT (K,1)
Met. Readiness Test (1) (F.T.higher)	Met. Reading Readiness Gates MacGinite Reading Test (not fav.)		WRAT poor X non poor and K X 1, N.P. >P. (fav)	WRAT taken on grade 3 comp. group.
		Auditory comp. of Eng. & Spanish		
Met. Ach. Test (2,3) F.T. larger gains				
		Short test of educational ability		
			Slossom I.Q. K vs 1 poor only K>1	
		Thomas Self-Concept Test (Pre-post means equal)		
	School distric coordination of medical, dental, social services (results somewhat favorable)			Cononical correlation between quant. pre and WRAT post with variables being mean, S.D., skew, kurtosis for each test distribution

Interdepent Learning Model	U. of North Dakota	Southwest Ed. Devol. Lab.	Northeastern Illinois State College	Engleman-Becker Model	Ind. Presc. Inst. and the Primary Ed.Pr.	Southern U. and A & M College
	North Dakota Parent Interview Schedule (fav.) Data also available on Washington triad. (fav)					
Teacher att. toward ILM (att. fav.)	Questionnaire interview teachers and students (fav.)	User satisfaction (average satisfaction)	Teacher attitudes concerning site needs. No diff. between sites			
	Implementation of program. Inservice attendance high					Attitudes of home teachers & parent int. (fav)
	Implementation of program, Inservice attendance high		Questionnaires of workshops and speakers. (fav.) local data avail. comp. of F.T. &N.F.T. F.T. more fav.			
	Ideal Classroom Environment Scale. Factors Related to Ideal Discrepancies. Teachers agreed woth ideal, but couldn't implement		Video tapes taken on language segment no data or analysis proposed	Video tapes for staff use to evaluate their own effectiveness. subjective data favorable		Classroom observatio
	School district cooperation. (fav.) PROSE data taken; no report.				Degree of implementation see rep.	
Decoding skills (phonics. (F.T. superior to N.F.T. generally)	Teacher Evaluation of Student Progress. At times did not achieve criterion Standard Reading Inventory Classroom Reading Inventory. (Not very fav.)	Language Unit Tests (K,1,2)			Pre-post Mastery of Curriculum (K,1)	